THE IMPACT OF TECHNOLOGY AND CULTURE ON ENGLISH LANGUAGE LEARNING HOLISTIC DEVELOPMENT IN LEVELS K-2

Presented to
The Graduate Program
of
Greensboro College

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in
Teaching English to Speakers of Other Languages

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May 2021

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Abstract

Technology and culture are predominant in the education system in the 21st century. Technology and culture impact the holistic development of English language learners in K-2 Levels. This research provides educators with an efficient workshop that facilitates activities, training, and authentic information that they can utilize within mainstream classrooms. In addition to that, this research was designed to support educators in their efforts to facilitate learning in a more diverse remote learning community. Through this workshop, educators will gain access to strategic culture games and technology tools that will equip them with the skills they need to cater to the holistic development of the ELLs. The data collected from research will also enable educators to boost ELLs` confidence as they develop holistically and captivate parental involvement in the learning process. Therefore, mainstream teachers must be open minded when attempting to build the school as a diverse yet modernized community.

Dedication

I dedicate this thesis to my daughter whose words of encouragement and push for tenacity has driven me to accomplish my goals. I also dedicate my thesis to Karl Patmore who was the first person who told me I could become a teacher. You shed light on an invisible seed like me and has allowed me to grow and develop throughout the years as a professional. I dedicate this thesis to my dad for his motivation ant to my friends for helping me soar with their words of empowerment. I also dedicate this to my ELLs who remind me each day to embrace teaching as my passion and to use me research to help teachers to educate them daily.

Acknowledgement

I would like to thank God for his grace and mercy and benevolence in allowing me to get to this point of my life. I want to also express my gratitude to Paula Wilder, my advisor, for her guidance, support, and patience throughout this study. I also want to thank Stephanie Needham for providing clarity and help during tutoring.

In addition to that, I would like to thank Dr. Plaisance for being an advocate and trailblazer for myself and other TESOL master's candidates like me with unique situations while pursuing this course. I also thank my doctors who work tirelessly to allow me to walk again and function efficiently after multiple surgeries and therapy.

I want to express sincere thanks to my daughter Dhainyella, and my dad Robert Williams for being a tower of strength and my main source of motivation. Finally, to the rest of my colleagues and friends, I appreciate your constant source of inspiration.

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Chapter 1: Introduction

Holistic development is critical for all students' success in the 21st century. It requires a holistic approach that will ensure that English language learners (ELL) are healthy, safe, and is supported with appropriate resources to be successful in language learning. However, functioning efficiently as ELLs have been more traumatic recently because there is now a requirement to learn a second language with use of technology tools rather than the traditional face-to face methods. This shift is due to the Covid pandemic with its lack of in person social interactions. ELLs are, therefore, impacted by this change, and teachers must create new ways to identify evidence of ELLs' holistic growth. Holistic growth is demonstrated when ELLs show efficient knowledge when expressing themselves fluently in reading, writing, and speaking.

The purpose of this research is to examine the impact of technology and culture on ELLs holistic development in levels K-2 in an American elementary Tier I public school in the North Carolina school system. This research will also outline the benefits of integrating native culture games in diverse classrooms thus boosting the results from high levels of enrollment. The ELL enrollment in K-2 schools has increased by more than 1 million students since 2000, according to a new report from the U.S. Department of Education. There are now an estimated 4.9 million children in U.S. public schools learning the English language. Therefore, we need an education system that is results oriented.

This research is important because it will also allow English as a Second Language (ESLs) and mainstream teachers to be knowledgeable on how to promote collaboration and holistic development with the use of interactive boards and social networking. Teachers will learn about the tools that are needed to develop a new passion for empowering the whole child

with virtual platforms and improving their practice. Kennedy (2006) stated that even if the teachers do not have a passion for the use of technology, computers are going to be here for a long time and, naturally, they must be dedicated to developing computer expertise. Furthermore, Önalan (2004) stated that teachers' main aim in giving cultural information in their classes is to "develop a global understanding of other cultures and people" (p. 2). With this research teacher may learn the significance in motivating students so that they are more inclined to learn the language with technology tools and an appreciation of culture.

This research has allowed me to include a 3D experimental virtual culture tool in my classroom. This consists of fun facts about cultural events around the world. There are also different artifacts with flags of students' native counties, the history about food they enjoy, testimonials from parents, and famous people from other cultures with careers that the ELLs are interested in so that they can be motivated to strive for excellence. This 3D experimental virtual culture tool also includes a family events wall where parents have a link to a padlet, and they can upload any significant family culture. The students also have a flip grid link where they can share videos of how families celebrate different holidays in their communities.

This research is designed to inform teachers about how to give students the opportunity to research other cultures, thus allowing them to be knowledgeable about the importance of empathizing and sympathizing with other cultures. Teachers will get examples of activities that can be integrated into daily lessons, icebreakers, and stem projects that provide hands-on cultural experience with technology tools and these tools will boost the instructions that are given. Another benefit from this project is to show the benefits of connecting with others outside America. This will enable ELLs to be open minded, and appreciative of their own learning situation and enable teachers to bridge the gap between the known and unknown.

This research topic also plays a vital role helping teachers to identify and be intentional in how we approach the various cultural and technological issues that would consequently bring changes in schools and for the policy makers and those who write curricula. This study also facilitates a workshop that promote the use of culturally relevant curriculum that contain cultural games and show how to improve teaching skills with the use of technological tools.

This workshop will be beneficial to educators as they evaluate and change their approaches to the teaching and learning process. They will also be able to use this research to train other educators in how to better develop lessons and hands-on experiences that are authentic for ELLs. The teachers will also be able to provide students with coping skills from their culture that they can use for survival in foreign classrooms. The teacher will also be able to help parents get information on how to use the technological tools to help their children in language learning. Teachers and other specialists will receive resources that will show them how to get involved in creating a positive culture that will empower their children's holistic development. Educators will be able to give policy makers feedback with evidence from this research so that they can learn how to be more intentional with how to incorporate the use of technology in developing the whole child.

Furthermore, this workshop will target teachers from K-2. They will be able to provide direct instructions for how to implement small groups that have cultural games that support language learning. They will also aid guided reading groups that have technology tools that are relevant for language acquisition, and that can enhance Ell's interventions. In addition, this workshop can show how cultural games can allow ELLs more access to developing social skills that may enhance their holistic development. Teachers will get to see how they can utilize digital tools to facilitate effective teaching and gain better results from ELLs. ESL teachers, specialists,

language therapist, counsellor psychologist, parents, and core education teachers will be invited so they can gain access to data that can enhance their responses and approach to ELLs. There will also be detailed step-by-step ESL lessons and games where they can get ideas of how to activate students and activate prior knowledge of cultural backgrounds to make the responses from ELLs even more effective. Teachers will get examples of lessons that will demonstrate how the whole child can develop through high levels of engagement. Teachers and other participants may also learn how to be more intentional when teaching ELLs from different cultural backgrounds and to maintain a more meaningful interaction with use of technology in diverse classrooms. Educators will also be able to provide parents with learning resources that can help with their child's holistic development in the literacy and socialization process at home. This project is relevant for students in K-2 because these students are at a foundational level where they practice the culture that they are exposed to. These materials will, therefore, help ELLs to grasp and manipulate technological skills and be fluent as they learn English as a second language. I am confident that this workshop will also help to restore teacher engagement with ELLs, through improved access to content, data, and networks. This will also promote teachers` capacity building to exploit the full potential of virtual settings to facilitate holistic development.

Educators will benefit because they will be able to develop a new way for transferring the content in K-2 classes and promote positive physical interactions in the virtual classroom. In addition, educators will readily make pedagogical adaptations from traditional lecturing to the remote learning environments. Furthermore, educators will be able to balance their roles of educating ELLs with new technology tools and providing feedback with progress to relevant stakeholders about relevant and effective second language acquisition.

Chapter 2: Review of Literature

The 21st century involves the emergence of a new era that embraces diversity in culture and the production and invention of new ideas with the use of technology. The United States has an environment where English language learners (ELLs) from multiple cultures experience learning together. These ELLs learn from this young stage how to embrace and show appreciation for culture. ELLs must work hard academically and socially to meet similar expectations as compared to the native speakers. ELLs are also introduced to different forms of technology that they must effectively utilize to show their knowledge and understanding of different concepts that are taught at the elementary level. ELLs also acquire coping skills by forging connections physically through interacting with peers and developing the ability to sympathize and empathize and virtually by navigating different platforms as they adjust to technological changes.

Over the years researchers have investigated the impact of culture and technology on English language learners. Several studies and ideas will be examined in this chapter. I will review the literature related to the connection of culture and language. I will explore the impact of culture and technology on ELLs holistic development. In addition to that I will use teaching and learning strategies teachers can implement and utilize in their classroom as well as the benefits students gain from the implementation of these strategies.

What is Culture?

Culture is an integral determinant of who we are as individuals. It impacts how we teach and learn in the education system. Culture also influences how we function as individuals. Furthermore, culture governs our reactions and perception to situations in the real world. Enlance (2006) stated that culture is a set of shared values that is held by a group of ELLs and culture also shapes and enriches individual lives within a community. Enlance (2006) further stated that culture creates trust and better understanding of concepts and ideas among ELLs in the classroom environment and makes them happy and satisfied with their lives. Therefore, the teachers need to educate the students to appreciate their culture as they learn the English language and coping skills that are necessary to survive. Enlance (2006) also suggested that language is one of the most important aspects and transformative tools of culture that is learned, and it evolves with changes overtime. Some facilitators believe that culture gives birth to foundational knowledge and skills to empower the ELLs.

Brown (2007) stated that culture is a way of life, and the circumstances within which people exist, believe, show emotions, and relate to others, as the “glue” that connects groups of people together (p.188). Therefore, educators may use culture to bridge the gap with the inconsistencies that exist in having ELLs interacting and connecting with the native speakers that are in a similar age group. Moran (2001) further stated that culture is the changing way of life of a group of individuals comprising a shared set of practices affiliated with a “shared set of products, based upon a shared set of perspectives on the world, and set within specific social contexts" (p. 24). This may allow ELLs to relate more readily with peers as they share globalized content that allows them to get ideas about the diverse communities that exist worldwide. Nieto

(2002) postulated that “culture is complex and intricate; it cannot be reduced to holidays, foods, or dances, although these are of course elements of cultures,” (p.10).

Educators are, therefore, tasked with helping ELLs to understand that even though culture is filled with symbols and is affiliated to traditional customs, it can also evoke various reactions and emotions that may impact an individual's holistic development. It may also be integral for ELLs to learn that culture shapes how language is understood in both verbal and nonverbal ways. Rowsell et al. (2007) stated that culture and language cannot be separate and seeing them as interwoven may aid in the ELLs understanding (p.153). Educators also need to ensure that their biases and perception of culture does not interfere with how they approach and transfer knowledge to the ELLs. Deidrich (2014) contended that teachers in a language classroom with ELLs who are from cultures that are different from their own will learn about and experience culture through these cultural differences on a regular basis.

Culture and Language Development for ELLs

On the one hand, learning a second language can be challenging especially after becoming fluent in one's own native language. On the other hand, teaching a new language may be easy. However, this may require a thorough understanding of culture. Engelbert (2004) contended that “To teach a foreign language is also to teach a foreign culture, and it is important to be sensitive to the fact that students, colleges, administrators, and immigrants who lives abroad, neighbors, do not share all of the same cultural paradigms" (p. 37). Kuang (2007) suggested that: “Language is the carrier of culture and culture is the content of language” (p. 75). This may allow teachers to realize that the ELLs learn language in a diverse environment that has different cultures and language is the branch of culture that is used to communicate the ELLs`

daily life needs with one another. Cakir (2006) indicated that obtaining language skills involves grammar, speaking, listening, and reading ability, and distinctive characteristics of any unique cultures (p. 156). This requires educators to consider a holistic approach when teaching English as a second language. Wardhaugh (2010) suggested that the nature of the relationship between language and culture has captivated and continues to mesmerize people from a wide variety of backgrounds. According to ArdilaRey (2008), "Language and culture are inextricably linked with each other" (p. 335). In addition to that, Muir (2007) asserted that language is a product of culture. This therefore reinforces that once there is an intention by the teachers to teach the English language one must be knowledgeable of each ELLs culture and that will enable them to better plan instruction, differentiate based on the needs that exist and navigate appropriately as English is taught. The teacher may also be able to create the proper school culture to accommodate ELLs. Kachru and Smith (2008) further highlighted the connection between language and culture and stated that this required a debate among linguists as well as anthropologists. The linguists and anthropologists focused on two notions. There were those who accept what the linguistics proposed which was the opinion that language is a homogeneous system independent of culture and society, and another belief that language as an autonomous which is an equivalent system that may influence the socio-cultural protocols of how language is used and thus the context of use is as relevant as rules of usage (Kachru and Smith, 2008).

The ELLs teachers are expected to improve productive and receptive skills such as speaking, writing, listening, and reading of the ELL students as they develop language, and this may require them to use culture as a foundation for activating these skills (Garcia, 2002). This may allow for intensive research and feedback and personal surveys to gain information on the backgrounds. Peregoy and Boyle, (2001) stated that when educators comprehend the culture of

the ELL, they will be better able to establish a solid foundation for substantial instructions, which includes reading, writing, and language development (p. 31). In addition to that there are difficulties which are very complex to understand English for ELLs according to the required context to interpret and communicate (Emitt & Komesaroff, 2003).

For instance, culture is also connected to the non-verbal communication language skills that we use daily. Some are in the form of gestures, sign language, selective mutism, and all behaviors performed when interacting with others consciously or unconsciously. According to Phutela (2015), non-verbal communication balances relationships and can support or even replace verbal communication such as the spoken language in many situations. Phutela (2015), further revealed that different genders and cultures practice non-verbal communication differently and these differences can impact the nature of interpersonal communication. Jozwik and Mustian (2020) stated that non-verbal communication can become a hurdle or be an instrument to tear down hurdles to essential communication for ELLs. Therefore, the teacher must be observant and ready to use inclusive language strategies to enable ELLs in understanding English as a second language (p. 418-437). Gullberg (2010) revealed that like language, gestures are shaped by a variety of social, psychological, and cultural factors and as a result the use of gestures is subjected to contextual variation as much as language, though systematic patterns are identifiable within speech communities.

Technology

Technology is the implementation of scientific knowledge, skills, methods, for practical purposes. Technological integration with ELLs is known to improve academic language acquisition (Green et al., 2014; Gustad, 2014; Hur & Suh, 2012). Technology involves the use of

computers, laptops, iPad, and 21st century digital devices to use the internet services and to complete tasks with less manual involvement. Technology has played pivotal roles in multiple fields of education; thus, teachers must be prepared to educate with use of devices even when in person. Hung (2014) proposed that the use of technology in the classroom enhances the quality of the teaching and learning experience. The comprehension and refinement of the language acquisition process of ELLs requires attaining background knowledge on how second language acquisition works. This may require the education system to develop technological software that can collect and generate information efficiently. Researchers claim that for the past two decades, the use of technology in language education has become a real topic of concern and attention (Ahmed & Naser, 2015). Educators realize that the use of technology has become even more significant in the teaching and learning process both inside and outside of the classroom. Therefore, teaching and learning require a new system of revolutionary technology where most ELLs are exposed to these new technologies from the K-5 stages in a considerably appropriate manner to carry out academic and social requirements. The use of technologies will not only allow ELLs to quickly master new language skills through exposure to a variety of new technologies, but also, motivate them for an extended period to acquire language skills (Altavilla, 2020).

Gottlieb (2006) suggested that technology is of critical importance to the holistic development of ELLs because of the growing interest both from the public and private institutions across the country and because of the possibilities it offers compared to traditional teaching methods. Gottlieb (2006) further stated that technological tools can be used as an avenue to enhance cultural awareness and practices and to make learning more relevant to holistic development of ELLs. Technology and culture are significant to the improvement of

language learning allowing teachers to enhance classroom activities. Tapscott (1998) stated that the youngsters of today are rightfully called the "Y Generation or the Net Generation," (p.2) because of the exposure and the opportunity to grow up on computers in a fully digital world. Libby (2006) suggested that instructors must not succumb to the march of new technology without clearly understanding what is needed and then how to use it (p.2).

Holistic Development of ELLs

Every child is unique and as a result, they will grow and develop at different speed and rates. Mckoy (2020) stated that the holistic approach in education refers to the process of engaging and developing the whole child through different levels of education. This includes the physical, emotional, cognitive, language and spiritual wellbeing. Meggitt (2006) stated that "developmental norms are sometime called milestone - they describe the recognized pattern of development that children are expected to follow" (p.1) Meggitt (2006) also implied that facilitators of ELLs need to be mindful of the teaching methods which will emphasize a nurturing, multi-sensory, nature-based learning environment. The stimulation of the ELLs` imagination and creativity must be prioritized. Multiple learning modalities are integrated into daily rhythms to create a learning atmosphere that is reassuring, demanding and meaningful to each child. The holistic approach aids the teacher in managing a classroom and may require utilizing different methods and principles to teaching and learning.

Holistic approaches help in motor development, cognitive development, and socio-emotional development. The holistic approach values the cognitive and social-emotional areas of the brain. Therefore, positive reinforcement helps the student feel valued, successful, and capable. The teachers' goal should be to use holistic approaches to activate neurons in the ELLs

brains. Both Piaget (1926) and Vygotsky (1978) highlighted the role of the social context in the knowledge construction process known as constructivism. Piaget (1926) and Vygotsky (1978) emphasized the importance of peer interaction in cognitive development. In Piaget's (1926) perception, cognitive structures develop by resolving cognitive conflict generated during peer interaction.

Whitney and Candelaria (2017) stated that the No Child Left Behind Act of 2002 was focused on how local education agencies establish English proficiency standards and provided quality language instruction based on scientific research for English acquisition. States and local agencies must place highly qualified teachers in classrooms where ELLs are taught. Children who are becoming fluent in English are also learning in academic content areas such as reading and math, and they will be tested in these areas, so they are not left behind. Whitney and Candelaria (2017) also stated in the article that No Child Left Behind provided $665 million in 2002 to help English language learners acquire English language skills, which was a 49% increase over 2001. This focused on holistic development of the child (Whitney & Candelaria 2017).

The Impact of the Culture and Technology on ELLs Holistic development

Crum (2017) suggested that various theories have shown that using technology in the classroom promotes creativity, transformation, problem solving and refines the process of communication between ELLs and native speakers. Crum (2017) further stated that technology guides initiatives on equity and approaches challenges for ELLs. In addition to that, Crum (2017) stipulated that using technology allows educators to refine teaching strategies and learning processes, and to be more inclusive of all types of learning styles from the ELLs, and this will

cater for their holistic development. Technology successfully condenses the world with the sharing of knowledge and experiences (Crum 2017).

Culture is also important for teachers to have effective learning for ELLs because it impacts the whole child. This includes the ways in which we teach and transfer knowledge to our diverse ELLs. Culture embodies the relationships that are shared and nurtured among stakeholders such as the administrators, teachers, parents, and students in the school community (Breiseth et al., 2015).

Teasley (2017) also stated that the school culture may even be invisible expectations for the ELLs, but "it is the glue that binds the organization together" (pp.3-5). Many schools have the tendency to become like traditional factories, and as a result, the ELLs are tasked to, not only learn the English as a second language, but they must learn a culture that they cannot relate to due to a generation gap. Facilitators must, therefore, be innovative with the use of technology to promote cultural awareness. Davis (2018) stated that the lack of cultural awareness is frequent in schools and it is outstanding when there are changes within the management of the school. Kaufmann (2007) shared that the leaders have various levels of education and backgrounds and all those pieces contribute to their leadership style. The leadership style may also impact the way leaders set requirements for the ELLs. Kaufmann (2007) also shared that the leadership style also impacted the types of programs that are put in place by ESL teachers and the depth to which content is transferred to the ELLs.

Cansoy (2017) suggested that schools that focus on creating a support-oriented culture for ELLs, may have fostered positive relationships which in turn boosts collaboration and schoolwide initiatives to empower holistic development. Cansoy (2017) further stated that the diversity that we see in our classrooms is a result of cultural differences based on ancestral

origin, home language, religious training, ethnicity and or unique learning style that contributes to holistic development. Traditional diversity in the classroom has been redefined and has been strengthened by immigration, which brings differences of political, social, and economic values. (Cansoy 2017).

Technology may be an essential method because it facilitates acceptance by encouraging collaborative learning and equal communication opportunities by the users. The ELLs using technology will facilitate communication and language skills that are vital skills for their holistic success. Learning to work with others as one acquires and learns new language skills is vital in the classroom. This is made possible with the use of multimedia technology with opportunities for individualized instructions in a classroom which consist of the different learning styles, therefore making effective use of instructional time (Heinze 2021). Bajcsy (2002) presented several ways that technology can work to a) help organize and provide structure for material to students, b) help students and teachers interact anytime and anywhere, c) facilitate and assist in the authentication and prioritization of internet material, d) simulate, visualize, and interact scientific structures, processes, and models, and e) provide automated translators for multilingual populations. Beerer (2017 also stated that educators are resorting to a culturally responsive teaching framework for effective strategies to address needs of diverse learners within the classroom and this have enabled the ELLs to have better results.

Factors that Influence Holistic Development of ELLs

There are several factors that influence the holistic development of ELL several hurdles that result from immigration, poverty, poor health, nutrition, and deficit care. Poverty is one of the most devastating yet stoppable conditions working against the health development of

children. This can influence a child's physical health, emotional and psychological health. Gyovai et al. (2009) revealed that several schools encounter difficulties with teaching suitable literacy skills, monitoring assessment and professional development that encourages mentoring sessions that provide the service ELLs need.

ELLs form a heterogeneous group who speak diverse languages and or dialects, and the community impacts these languages in unique ways. Eglash et al. (2013) proposed that the academic performance and participation of youth from under-represented ethnic groups such as African American, Latino, and Indigenous in science, technology, engineering, and mathematics (STEM) show statistically large gaps in comparison with their White and Asian peers. Some of these differences can be attributed to the direct impact of economic and cultural factors. This may require teachers to implement programs that enhance growth mindset for ELLs. According to Li (2006), "parents' attitudes towards their status as a minority group and toward their heritage language predict the language choices of their children" (p.31). Teachers must, therefore, find ways to motivate parental involvement so that it can play a role in many different aspects in the classroom including overall academic achievement, behavior, and student motivation.

Teaching and Learning Strategies

There are several ways to support the language and holistic development of ELLs that also allow students to participate more fully in classroom activities and lessons. According to Emitt and Komesaroff (2003), teaching culture of a target language is unquestionably essential for the development of competence in intercultural communication (p.44). The holistic development requires ELLs to be competent in communicating language and underlying values, attitudes, and behaviors followed by people in their cultural setting or context. Rodriguez and

Bellanca (2007) stated: “Piaget introduced the concept that the teacher’s major role is the creation of a rich learning environment appropriate to the student’s cognitive development.” (p. 17). Vygotsky`s (1931) theory of the “Zone of Proximal Development,” was one that was summarized by Echevarría et al. (2013) who indicated that “the difference between what a child can accomplish alone and what he or she can accomplish with the assistance of a more experienced individual. The assistance that is provided by a teacher is called scaffolding.” (p.120). Echevarría et al. (2013) stated that “to scaffold English learners by providing many opportunities for them to use a variety of learning strategies that have been found to be especially effective” (p.120). Teachers can use scaffolding to engage students in meaningful and dynamic discussions in small and large groups. Small group instruction boosts ELLs` confidence when they are given an independent task. Teachers use computers to record grades, prepare lessons, and read emails (Cuban 2003; Gray et al., 2010). Teachers may also implement the Sheltered Instruction Observation Protocol (SIOP) because this is a “system for lesson planning and delivery that incorporates best practices for teaching academic English” (Short et al., 2012, p. 336). The SIOP model offers guidelines for teachers to plan and implement instruction for students learning English as a second language as they engage in content specific learning (Echevarria & Vogt, 2010). SIOP is a great strategy that can enable holistic development in the United States, to succeed in K-5 content areas, and ELL`s classrooms. Research shows that when teachers implement the SIOP Model, ELLs academic accomplishment improves. SIOP-based teaching also benefits native speakers.

Conclusion

Technology and culture play a critical role in the holistic development of the ELLs. Culture and language are interrelated and intertwined in a child's overall development. The ELLs culture can be utilized as a vehicle that enables them to embrace technological developments that may help students to soar holistically. The holistic approach looks at the ELLs as a unique individual, and it aids in holistic development. Technology and culture impact ELLs` learning in several ways that may enable them to grow and develop their unique personalities. Teachers need to be resourceful in implementing strategies in the classroom as this enables the ELLs to be more successful in a holistic way.

Chapter Three: Project Design

In this chapter, I explain the rationale of creating a workshop for core classroom teachers who struggle in developing methods to effectively teach English language learners' (ELLs). These strategies may be suitable for the ELLs because they are from diverse socioeconomic backgrounds and they learn together in one classroom. The workshop that I am planning to create is geared for the teachers from K-2 so that they will be able to see how technology can be used to direct instructions for guided reading, and for small groups interventions. In addition to that, this workshop can show how cultural games can be incorporated in teaching and learning of the K-2 ELLs to allow them more access to developing social skills that may enhance their holistic development. The workshop has to assist teachers with creating the ideal situations to deliver instructions to both the ELLs and English native speakers in the same setting with the use of hands-on cultural games and technology. Rama et al. (2007) stated that language games can provide challenges to young minds and supply a competitive element that intensify effective learning. Rama et al. (2007) further stated that language games can be used to engage children in cooperative and team learning. Godzicki, et al. (2013) study showed that there is an increase in students' motivation when innovative tools such as iPad application, computer software and web tools are included in classroom settings.

Ampaipan (1999) revealed in study that students had improvement in vocabulary knowledge and ability to communicate in English after learning English through games. Thus, it is necessary that core classroom teachers become aware of how to implement games that are suitable and relevant to ELLs. There are many benefits of learning through game play. Game play provides meaningful, low-anxiety opportunities for ELLs to use all domains speaking,

listening, reading, and writing. Games help the ELLs to remember faster, better, and with more meaning because they are using the language rather than thinking about the most efficient way to use words or phrases. Engaging ELLs and providing an inspiration and a context for communicating in low anxiety situations is key (Glassman, 2016).

Cultural games are authentic and relevant for the ELLs. Game based learning promotes learner-centered pedagogy because it enables the ELLs to be active participants in the learning process. Therefore, it is important for the teacher to facilitate game-based activity and then lead class discussions on both the content and the overall experience (Farber, 2014). Furthermore, game-based learning helps both the teachers and learners to proceed through the learning process together. Language games allow the use of meaningful and useful language which is used in real contexts (Ersoz, 2000) and are able to provide a chance for ELLs to use the language that they have learnt.

Technology is an instrumental tool that ushers in fundamental structural changes that can be essential to teachers as they assist ELLs in accomplishing important improvements in productivity. Technology may be used to support both teaching and learning, and can also infuse classrooms with digital learning tools, such as iPads, computers, and other handheld devices. In addition to that, technology can expand experiences, and enable access to virtual learning materials that can support learning continuously and build 21st century skills. Technology also increases student engagement and motivation as it accelerates learning, and this is why it is important for teachers to incorporate technology into their lessons daily. One tool that teachers can use to help struggling ELLs is technology-based differentiated instruction. This may be known as scaffolding strategies that include but are not limited to digital tools that supply exciting, hands-on, and innovative comprehensive input. (Echevarría, et al., 2013).

Doran (2014) revealed that it is important for teachers to receive the proper training and professional development to ensure that they comprehend how to help ELL students as well as how to use technology in order to increase their motivation, engagement and differentiated learning. Based on the increase of ELLs, "the teaching profession has increased its focus on teachers' cultural awareness, and professional development is seen as a means of accomplishing social justice within the school environment through equitable instruction, inclusion and improved teacher awareness" (Doran, 2014, p. 63). Shyamlee (2012) analyzed the use of multimedia technology in language teaching and holistic development. Shyamlee (2012) further stated technology enhances student learning motivation and attention since it implicates students in the practical processes of language learning via communication with each other. Shyamlee (2012) stated that the use of multimedia technology in classrooms, particularly as its positive impact on the learning process aligns with the ongoing efficacy of the teacher role. Technology tools are helping learners, especially ELLs improve their second language acquisition skills through a wide range of new software and hardware devices (Chuang, 2013).

The product of this project is a workshop that provides accurate information to core classroom teachers about the use of technology and the implementation of cultural game-based learning. Technological tools and cultural game-based learning are tremendous methods that include acquiring the English language while learning concepts from engaging in a game. Therefore, teachers will learn to create language objectives for their topics to examine how games and technology impact the students holistically. In addition, both ELLs and English native are being examined under the same objectives despite the language differences. One of the most effective ways to nurture the 21st century's trademark skills, creativity, critical thinking,

communication, and collaboration is by creating opportunities for children to do what children do naturally. Children naturally engage in play.

Finally, this workshop will also provide lesson plan guides that are game based instructions. This lesson plan guide will provide information pertaining to the use of technology in teaching English where it is deemed interesting and motivating as the student reacts with the subject. Technology plays an important role in the process of teaching English by enhancing timely understanding, and thereby enabling students to learn more efficiently. Teachers perform more effectively when using modern technology since they can communicate with the students through a variety of ways.

Chapter 4: Final Project Workshop

The final project is designed as an informational workshop that is intended to introduce the incorporation of culture into the early elementary classroom as a method to aid in the holistic development of ELLs in K-2. The workshop is guided using a Google slide presentation with crucial information into the impact of technology on ELLs holistic development (Appendix A). The presentation also incorporates cultural games as strategies that will be essential to guiding and strengthening learning for all the stakeholders in the school community. The presentation will be available to the core and teacher virtually. All participants can print and make notes and ask questions throughout the presentation.

The first main section of the presentation includes the objective for the workshop and research to support the claim (Figures 4.1) See also Appendix A, Slides #2.

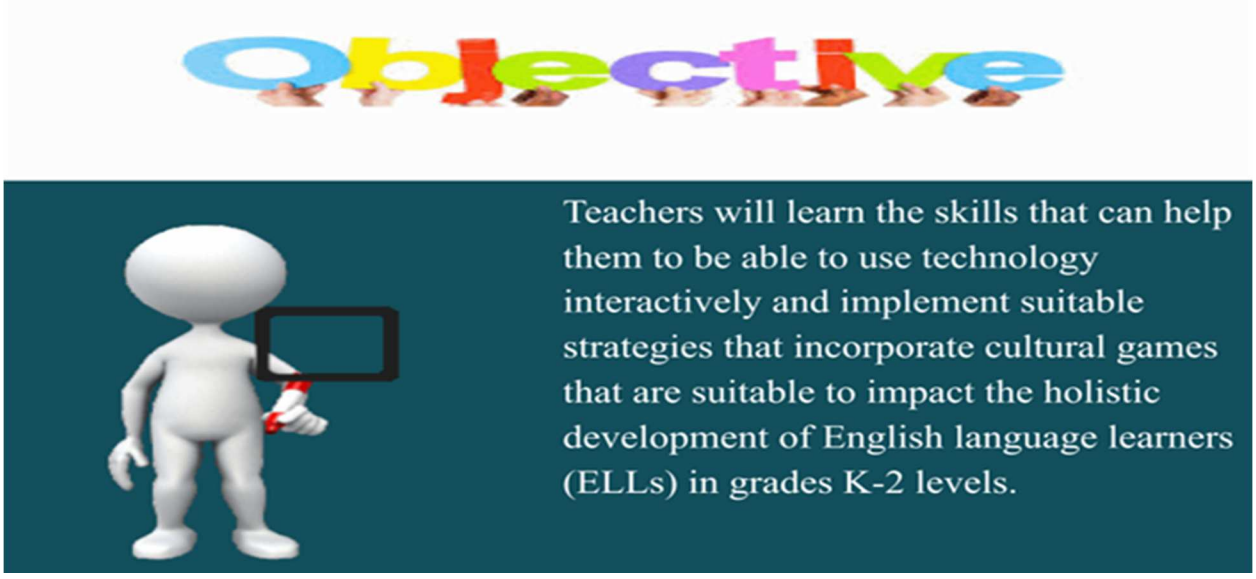
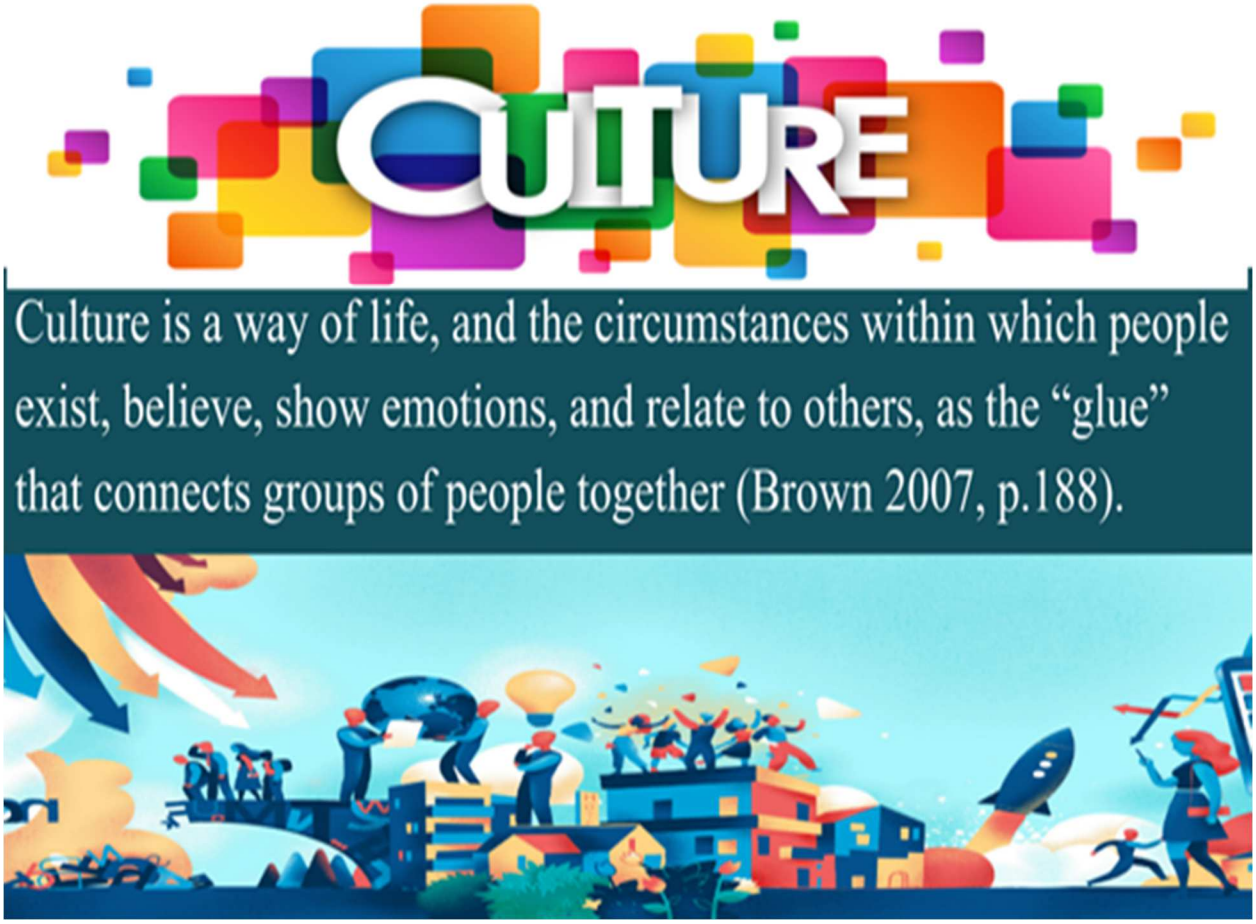


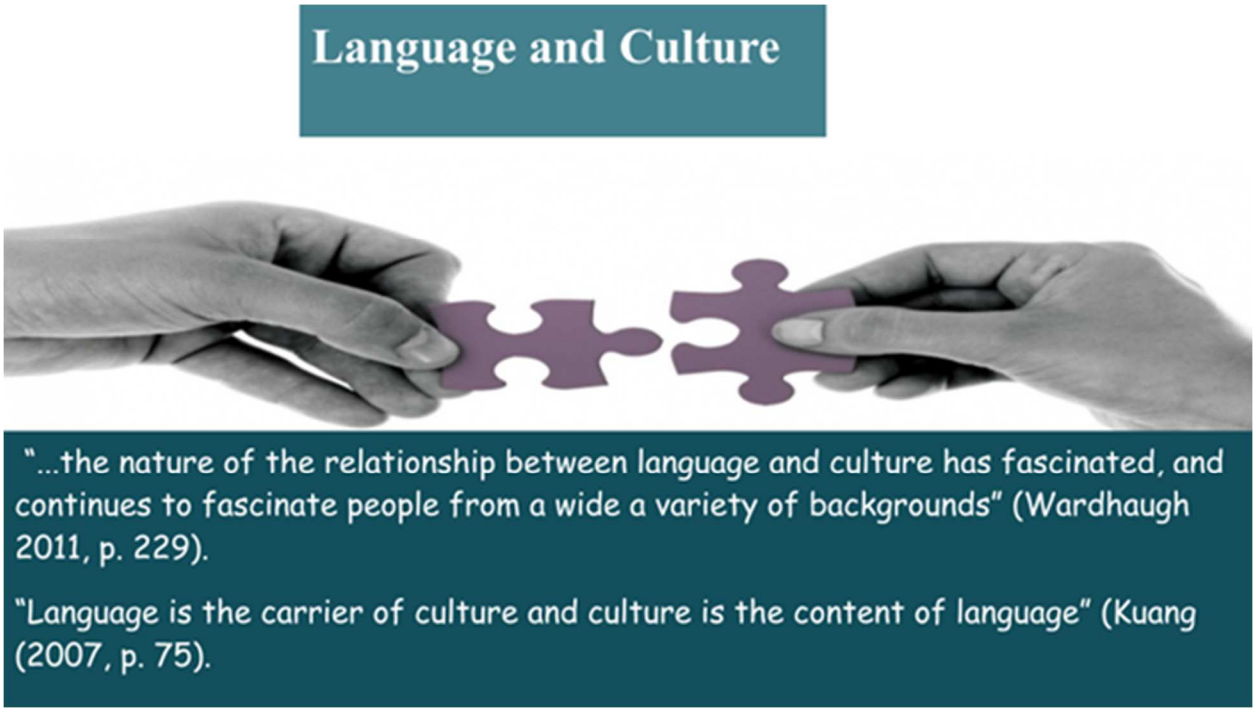
Figure 4.1 Objectives

The main section also focuses on Culture (Figures 4.2, 4.3, 4.4, 4.5) See also Appendix A, Slides #3, 4, 5, 6, what culture do, language and culture and how both are connected and how crucial it is for teachers to incorporate and connect culture to the teaching and learning process.

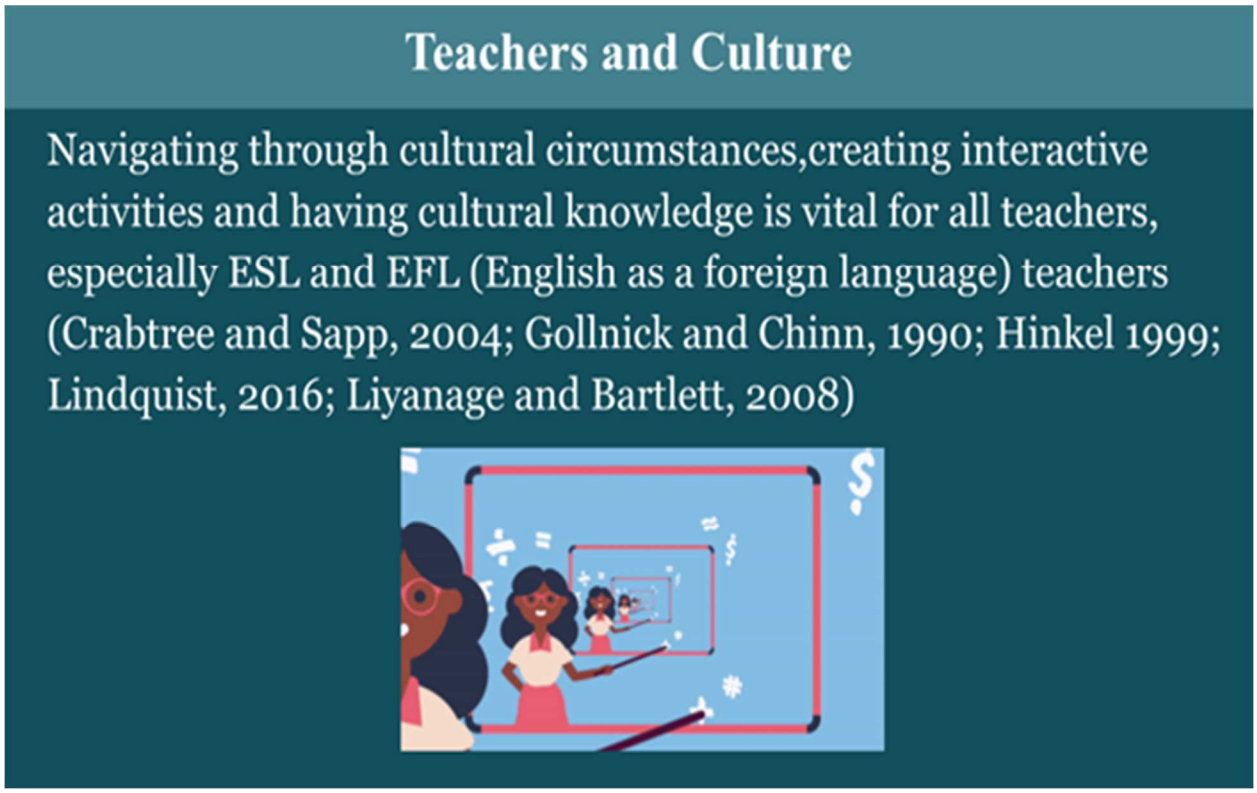


4.2 Culture

4.3 What does Culture do?



4.4 Language and Culture

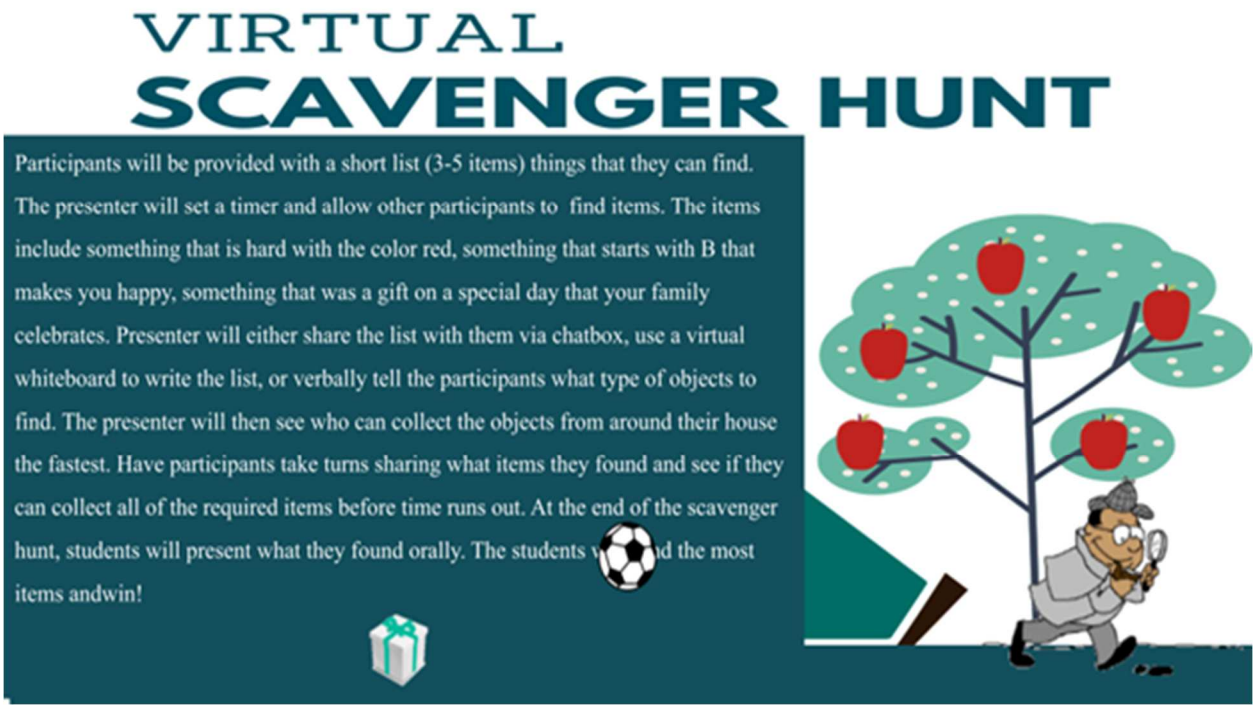


4.5 Teachers and Culture

Figure 4.6 Appendix A, Slides #7 showed different researchers' discoveries on culture and game-based learning.

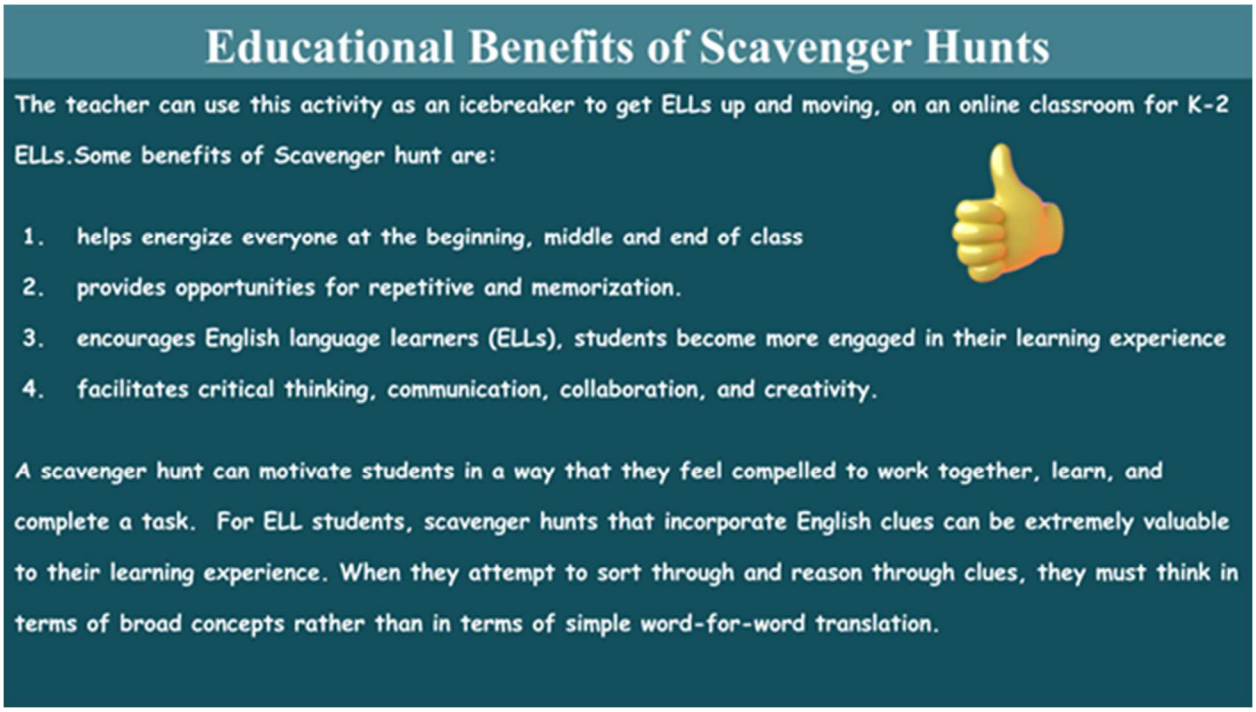
4.6 **Culture and Games-based- learning**

Figure 4.7 slide 8 presented a virtual cultural game that teachers can use as an activity that is suited for an icebreaker to get ELLs up and moving, which is sometimes hard to achieve in an online classroom. Participants will be provided with a short list (3-5 items) things that they can find. The presenter will set a timer and allow other participants to find items. The items include something that is hard with red, something that starts with B that makes you happy, something that was a gift on a special day that your family celebrates, Presenter will either share the list with them via chat box, use a virtual whiteboard to write the list, or verbally tell the participants what type of objects to find. The presenter will then see who can collect the objects from around their house the fastest. Have participants take turns sharing what items they found and see if they can collect all of the required items before time runs out. Scavenger hunt will be a hands-on game that is authentic for the classroom to use for active learning.



4.7 Virtual Scavenger Hunt

Figure 4.8 Slide 9 shares the benefits of scavenger hunt for ELLs scavenger hunt can motivate students in a way that they feel compelled to work together, learn, and complete a task. For ELL students, scavenger hunts that incorporate English clues can be extremely valuable to their learning experience. When they attempt to sort through and reason through clues, they must think in terms of broad concepts rather than in terms of simple word-for-word translation.

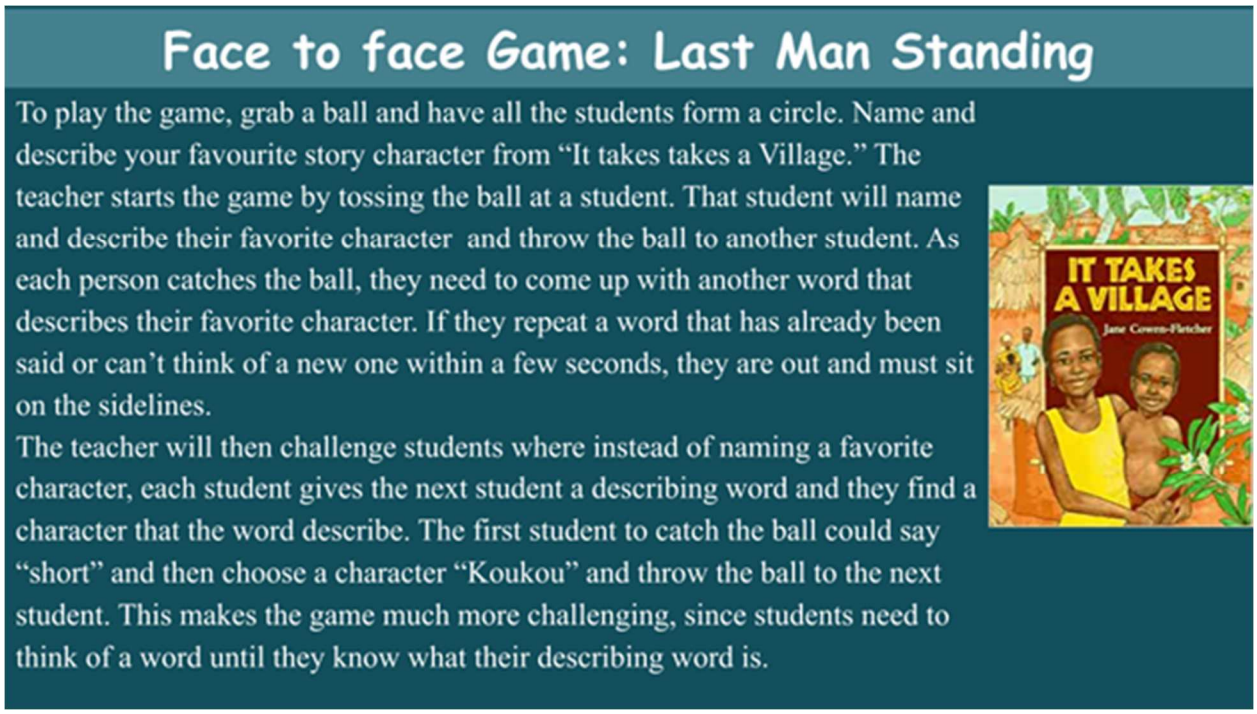


4.8 Educational Benefits of Scavenger Hunts

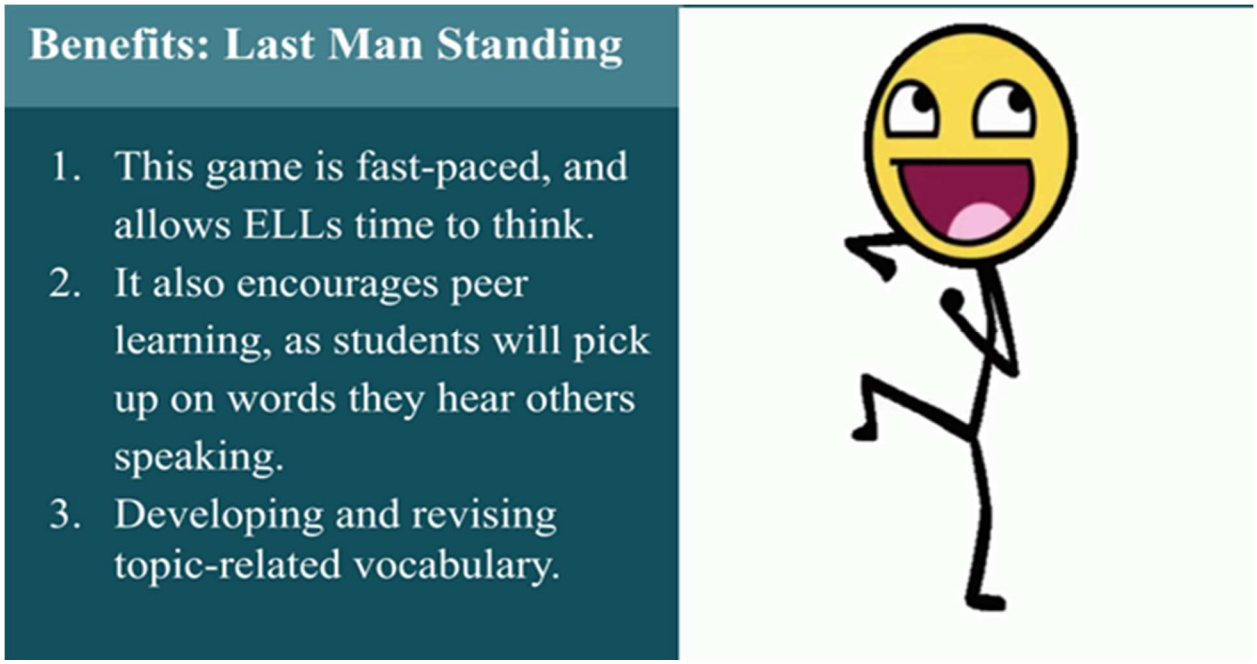
Figure 4.9 Slide 10 will engage the participants in a face-to-face game called “Last Man Standing” To play the game, grab a ball and have all the students form a circle. Name and describe your favorite story character from “It takes a Village by J. C. Fletcher.” The teacher starts the game by tossing the ball to a student. That student will catch the ball and name and describe their favorite character and then throw the ball to another student. As each person catches the ball, they need to come up with another word that describes their favorite character. If they repeat a word that has already been said or cannot think of a new one within a few seconds, they are out and must sit on the sidelines. The teacher will then challenge students where instead of naming a favorite character, each student gives the next student a describing word and they find a character that the word describes. The first student to catch the ball could say “short” and then choose a character “Koukou” and throw the ball to the next student. This

makes the game much more challenging, since students need to think of a word until they know what their describing word is. This is an important culture game because it allows students to examine characters and their growth, helps them obtain more meaning out of texts and helps them become more conscientious readers. This game is fast-paced and allows ELLs time to think. It also encourages peer learning, as students will pick up on words, they hear others speaking.

In addition to that, Figure 4.10 Slide 11 shows the benefits of allowing the RLLs to engage in this game.

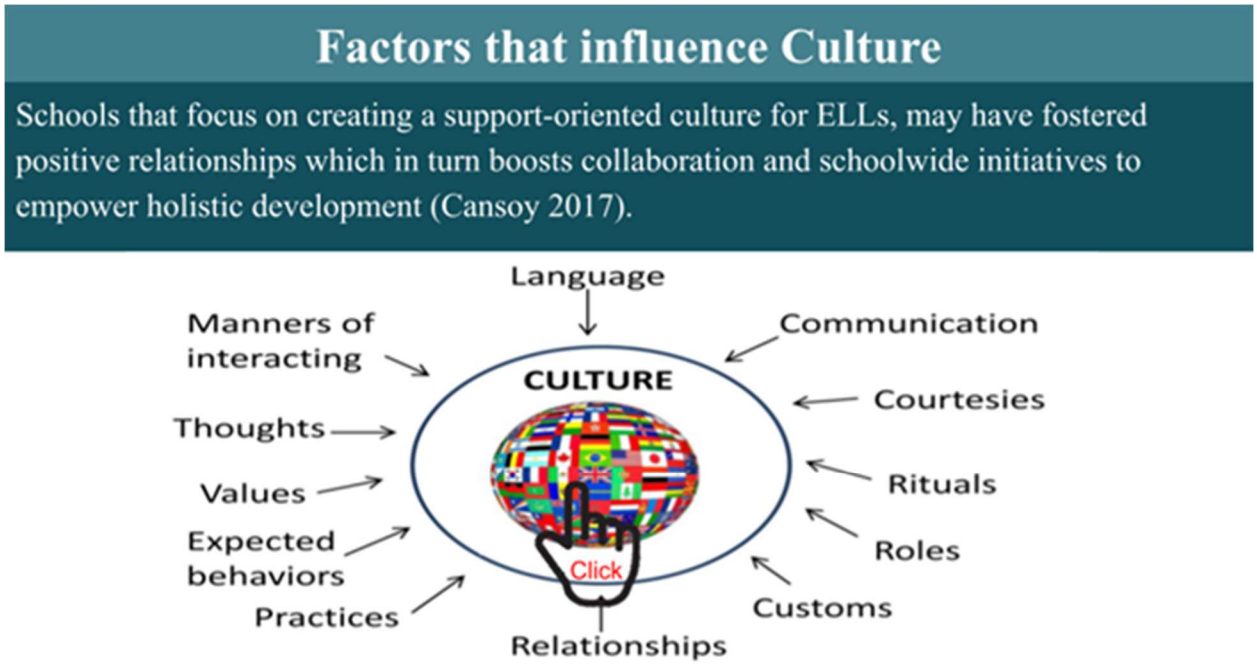


4.9 Face to face Game: Last Man standing

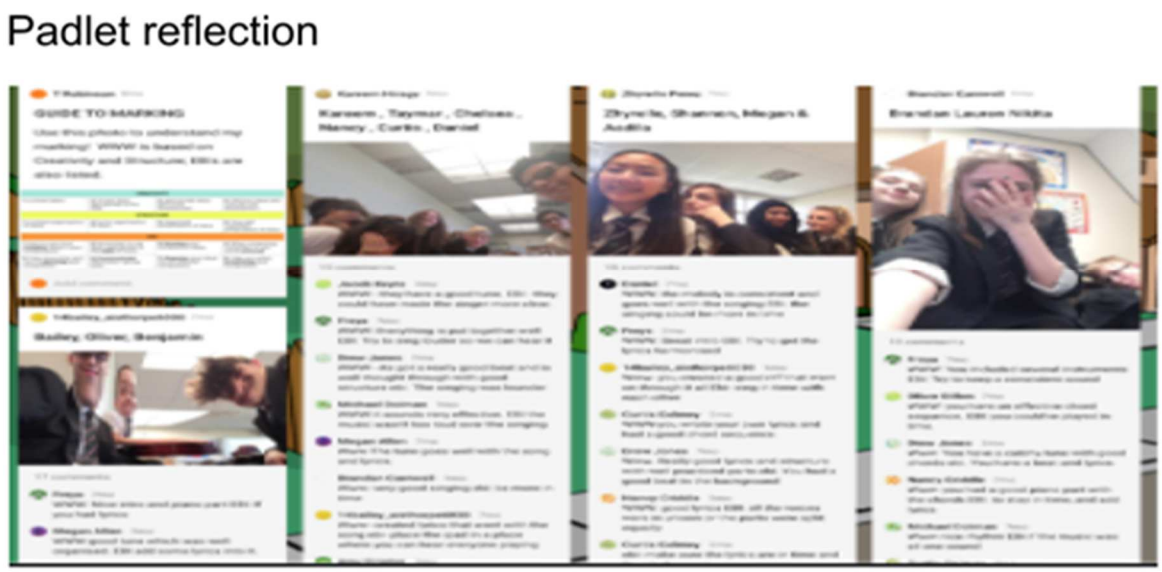


4.10 Benefits: Last Man Standing

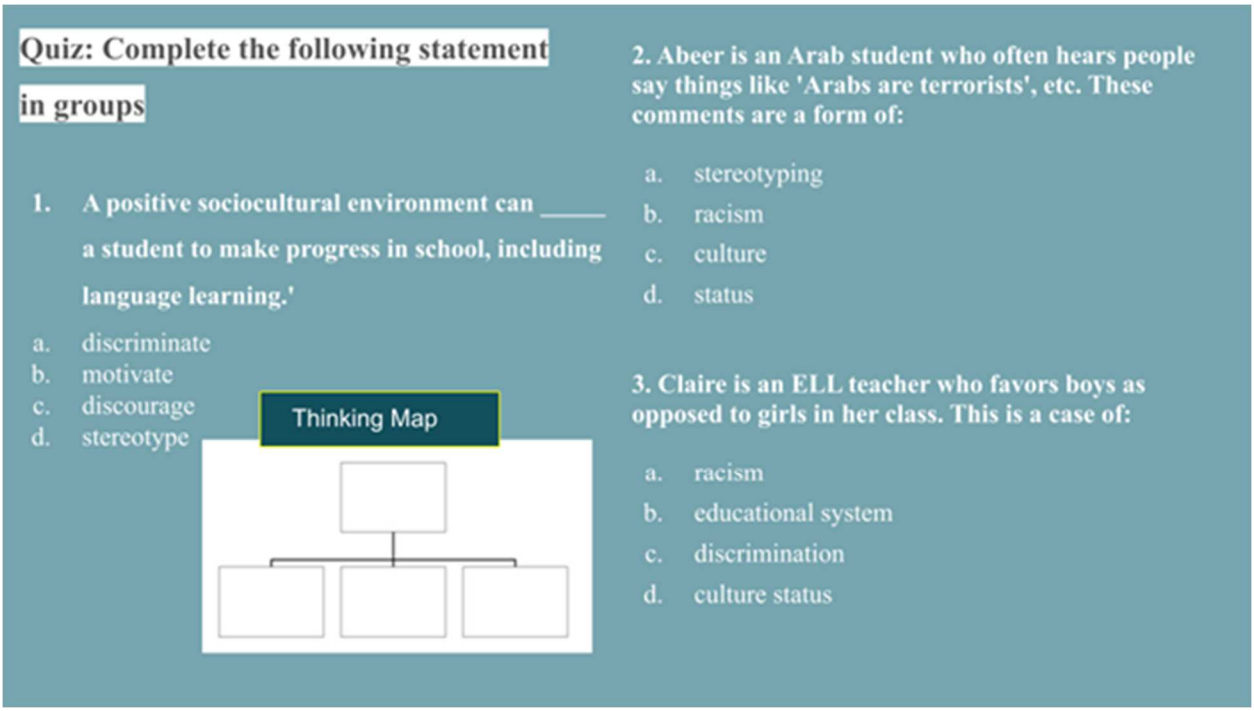
Figure 4.11, 4.12, 4.13 Slide 12, 13,14 has information that is supported by research about factors that influence ELL student's culture. There is a graphic organizer that maps this out and will allow participants to turn and talk about these and other factors that impact culture. They will be shown a video where they will learn about "Sociocultural Variables that Affect Second Language Acquisition" after video they will share in discussion if they agree or disagree with information from the video on a pad let reflection sheet. Participants will be placed into three groups to collaborate then answer a question on a thinking map. The reporter from each group will present to the whole group when we regroup.



4.11 Factors that Influence Culture.

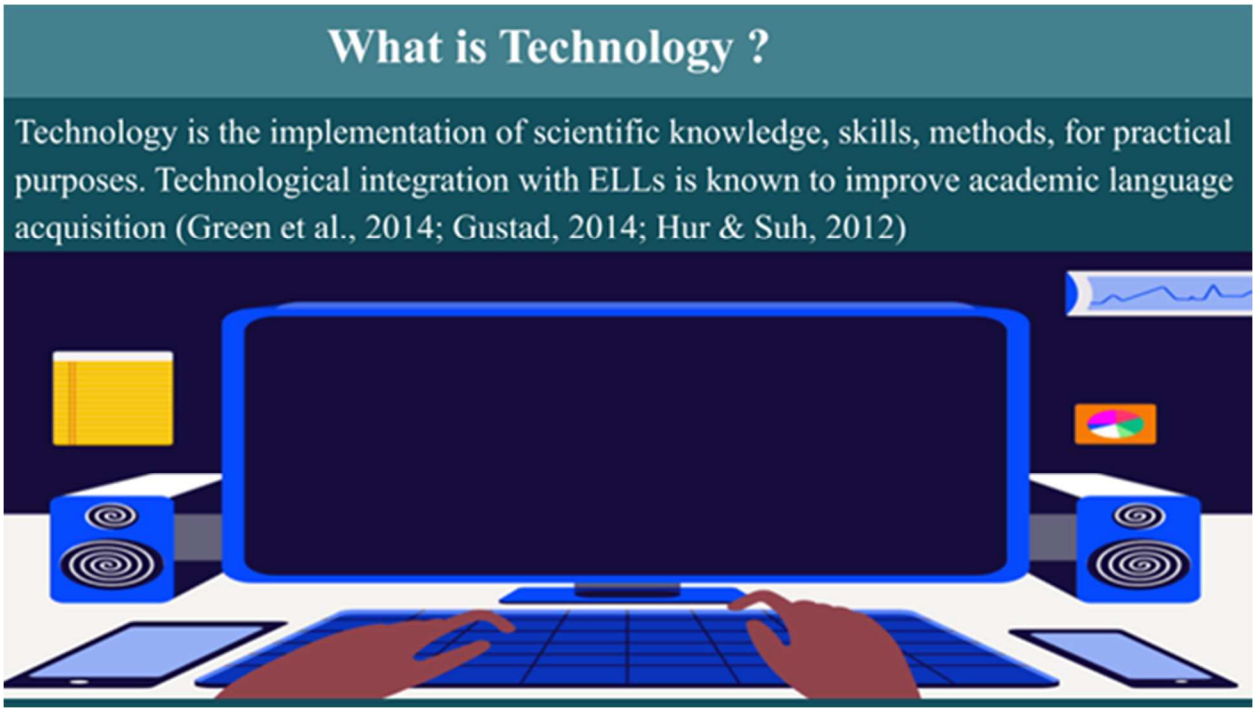


4.12 Padlet Reflection



4.13 Quiz

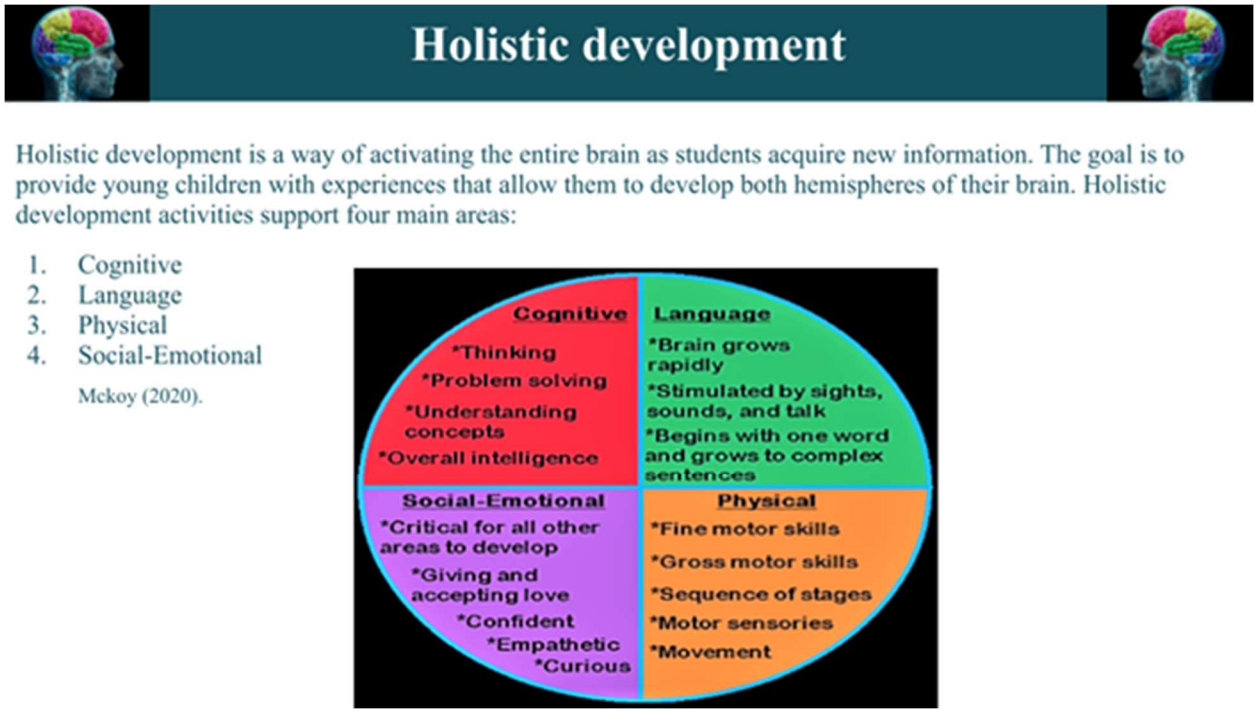
The second section of the workshop will focus on technology. This is supported by research. Figure 4.14 presented the definition for technology while figure 4.15 allowed participants to add to a collage of ideas in visuals that are naming all the places that consist of any form of technology.



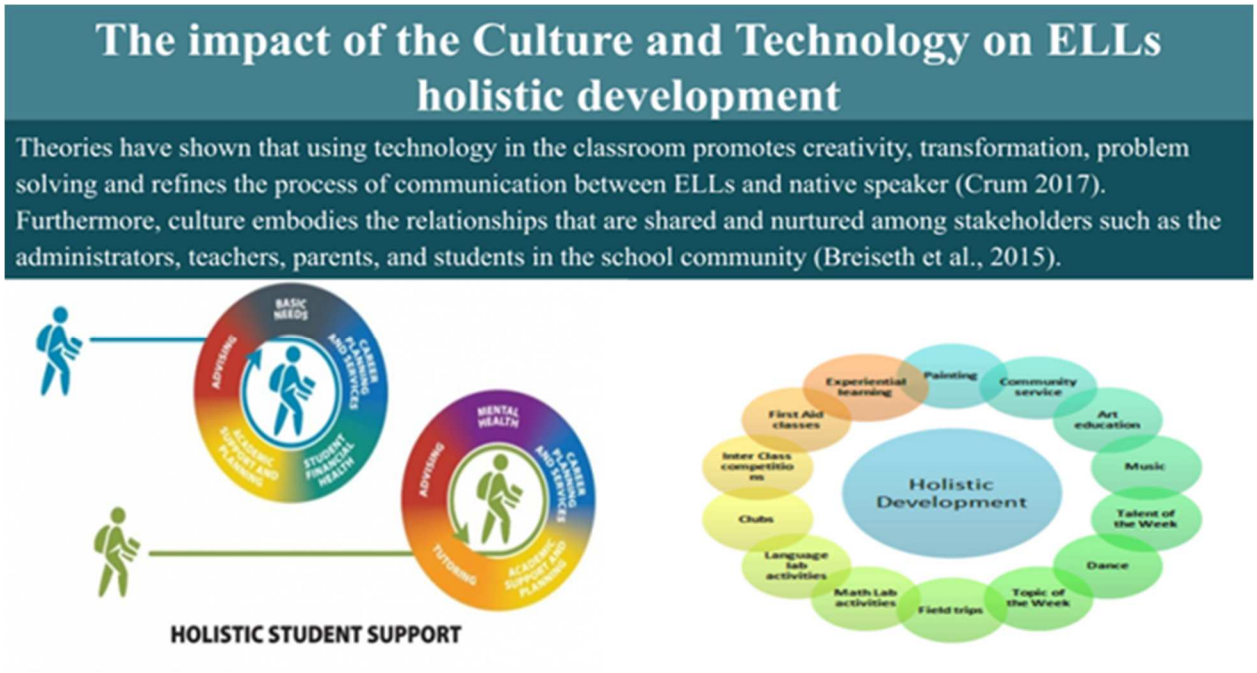
4.14 What is technology?

4.15 What is Technology.

Figure 4.16 explored the definition of holistic development and used a diagram to show how the brain is impacted. Holistic development activities support four main areas cognitive, language, physical, social-emotional (Mckoy 2020). Figure 4.17 will explore the impact of the culture and technology on ELLs holistic development. Two separate diagrams will be used to illustrate this process thoroughly.

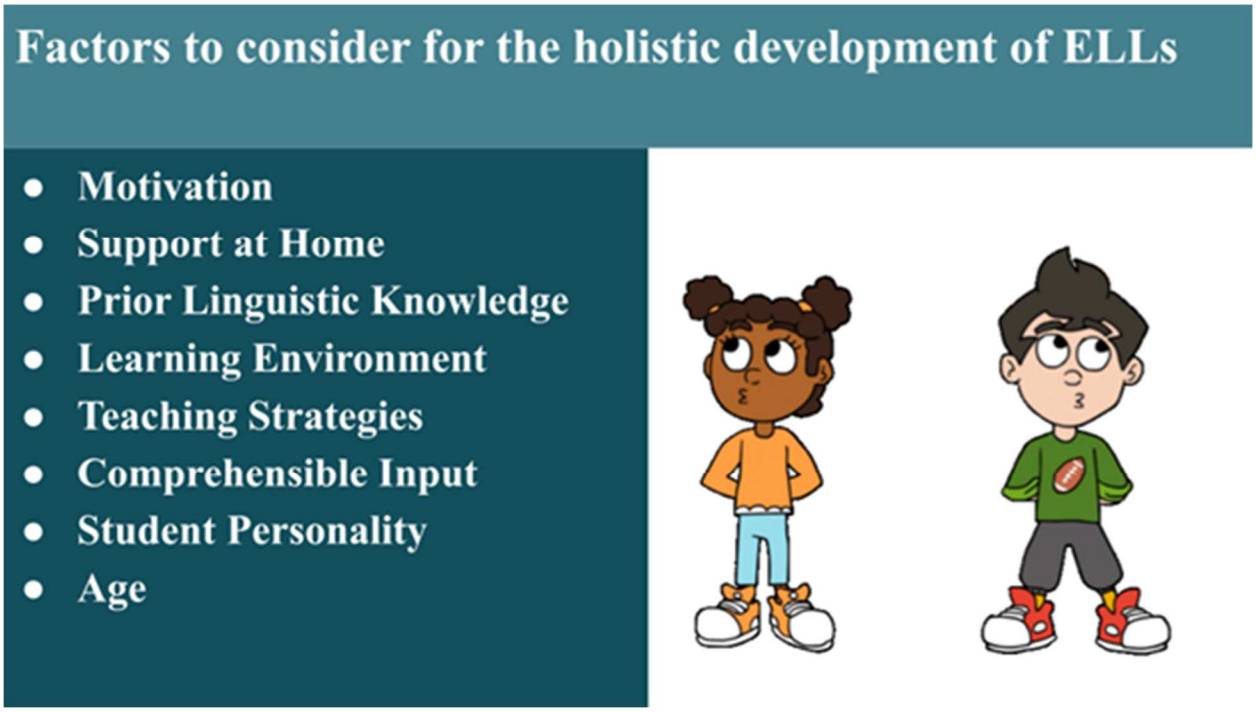


4.16 Holistic development



4.17 The impact of the Culture and Technology on ELLs Holistic development

Figure 4.18 will explore the different factors to consider when planning an effective lesson for the holistic development of ELLs. These are motivation of the students, support at home with language and providing of the basic need, prior linguistic knowledge to know how to pace the lesson in the appropriate manner. The learning environment must be considered, the level of teaching strategies and comprehensible input, student personality and age of the ELLs are important. Participant will discuss their opinions and provide evidence to support their thinking.



4.18 Factors to consider for the holistic development of ELLs.

Figures 4.19 and 4.20 consist of teaching and learning strategies that are suited for ELLs These are supported by research.

Teaching and learning strategies

"Scaffolding involves English learners by providing many opportunities for them to use a variety of learning strategies that have been found to be especially effective" (Echevarría et al. 2013 p.120).

4.19 Teaching and learning strategies.

Teaching and learning strategies

"...to scaffold English learners by providing many opportunities for them to use a variety of learning strategies that have been found to be especially effective" (Echevarría et al., 2013 p.120).

Teachers can use scaffolding to engage students in meaningful and dynamic discussions in small and large groups. Small group instruction boosts ELLs` confidence when they are given an independent task. Teachers use computers to record grades, prepare lessons, and read emails (Cuban 2003; Gray et al., 2010).

Teachers must use these tools to aid students in completing a project, not as the project itself. Again, tasks must be engaging, purposeful, and relative to the real lives of students because, as Roschelle et al (2000) related, sitting in front of a computer doing word processing is not necessarily more interesting or constructive than using pen and paper (p. 92).

4.20 Teaching and learning strategies.

Figure 4.21 4.22, 4.23, 4.24,4.25,4.26, 4.27, 4.28, 4.29, 4.30, 4.31, 4.32 (See Slides 22 to 33) has the lesson plan. This lesson is instrumental in allowing students to become global citizens with this lesson that teaches about culture. Participants have a model lesson that can be used to help students to explore their culture and the cultures of their classmates in this engaging, hands-on activity. There is much use of technology, protocols, and multiple opportunities to collaborate and share opinions.

Lesson Plans

Topic: My Culture

Learning Objectives: students will understand the basic components of culture.

Key term: culture

Materials and preparation

Materials: Hello Song! https://youtu.be/CzO3aIe0Rps , Tape Colored pencils ,Colorful index cards, Large piece of paper ,My Culture worksheet, Pencils.

Preparation:

Prior to the lesson, create eight colorful index cards labeled: Where I live, How I dress, My Language, What I eat, What I play, My family, Celebrations, and Art and Music. Computer

4.21 Lesson Plans

Introduction (15 minutes)

The students will sit six feet apart if in person or log in to their chromebooks if virtual

Teacher will explain to the students that they will be exploring all the things that make them unique and special.

Students will stand up hand up with paper made hands to avoid touching and share share something that makes them special. If virtual, one student will unmute and shares verbally then select another person to share this continue until all gets an opportunity to share.

Teacher will then ask the students to think about students who shared similar answers and different answers. The teacher will then explain to the students that everyone is different and that our differences make us unique and special. The teacher will also ask the students to think about what the world would be like if everyone looked, spoke, and acted the in the same way.

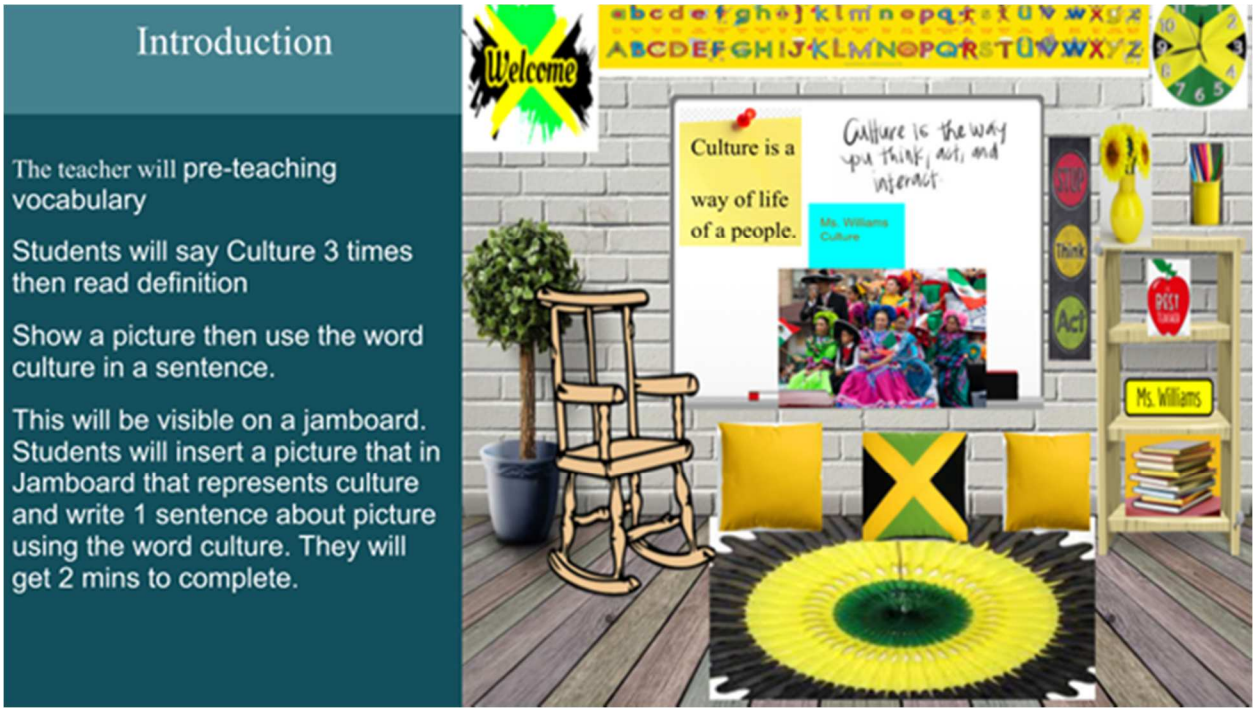
The students will be encouraged to use flipgrid to share their thinking with the class. Teacher give a two min timer and will then play

4.22 Introduction (15 minutes)

Introduction (15 minutes)

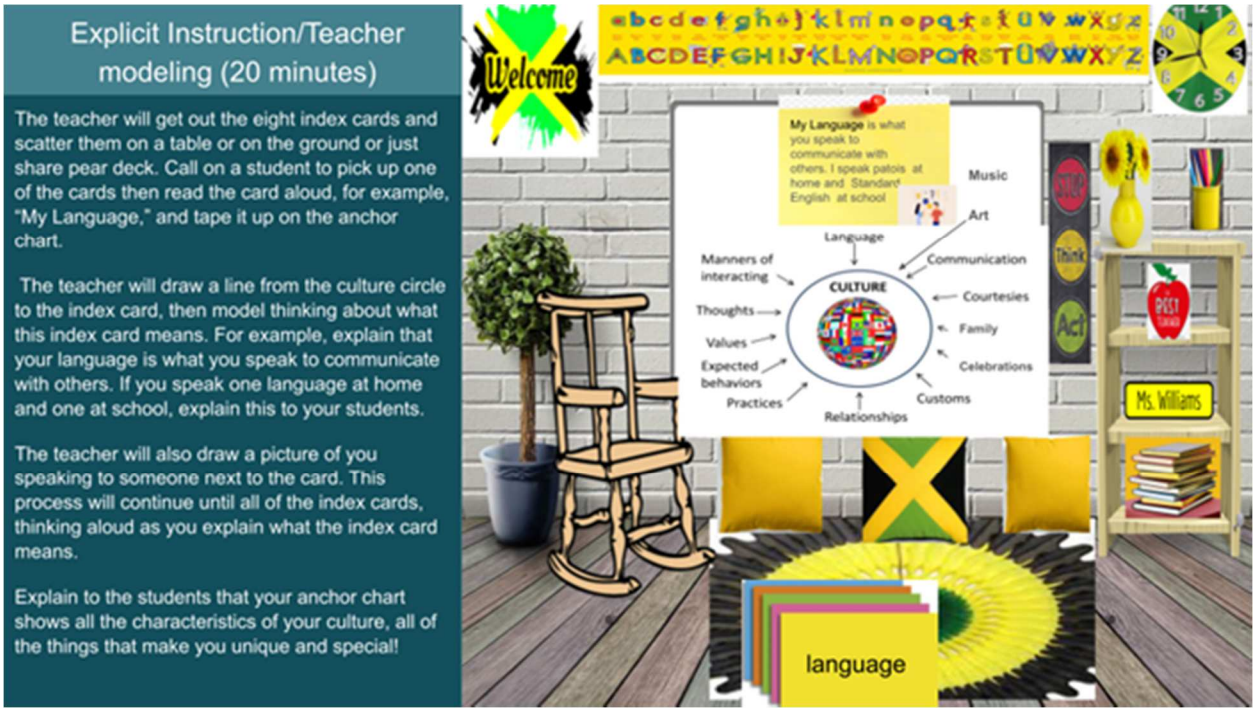
Teacher will show the students the Hello Song! video. They will briefly discuss the video using prompting questions such as: What are the children saying to each other? and Do the students all speak the same language? If no how do you know?

4.23 Introduction (15 minutes)



4.24 Introduction (15 minutes)

4.25 Explicit Instruction/ Teacher modeling (20 minutes)



4.26 Explicit Instruction/ Teacher modeling (20 minutes)

4.27 Guided Practice (10 minutes)

4.28 Independent working time (30 minutes)

4.29 Independent working time (30 minutes)

4.30 Independent working time (30 minutes)

4.31 Assessment

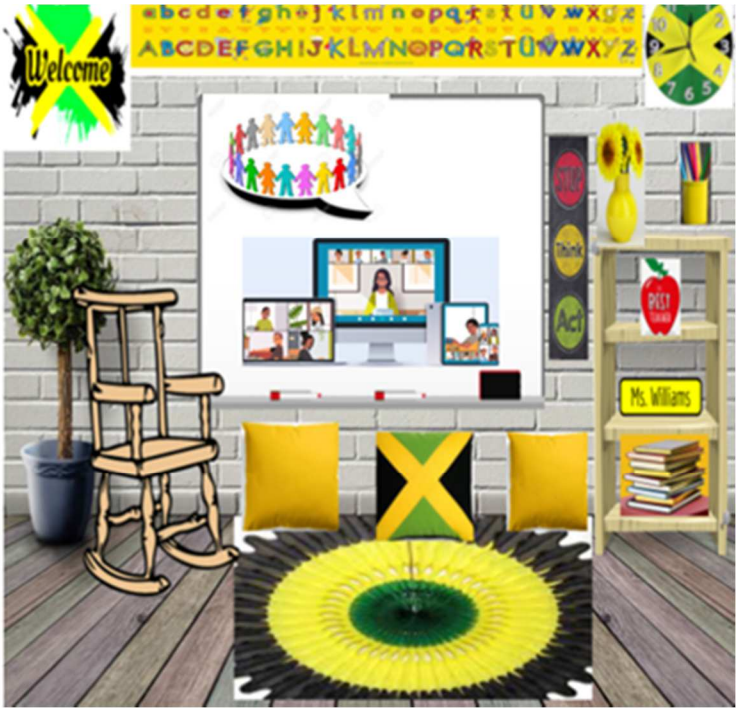
Review and closing (15 minutes)

Call the students together as a group and ask them to bring their culture sheets. Stand in a circle.Virtual students will go in Breakout room

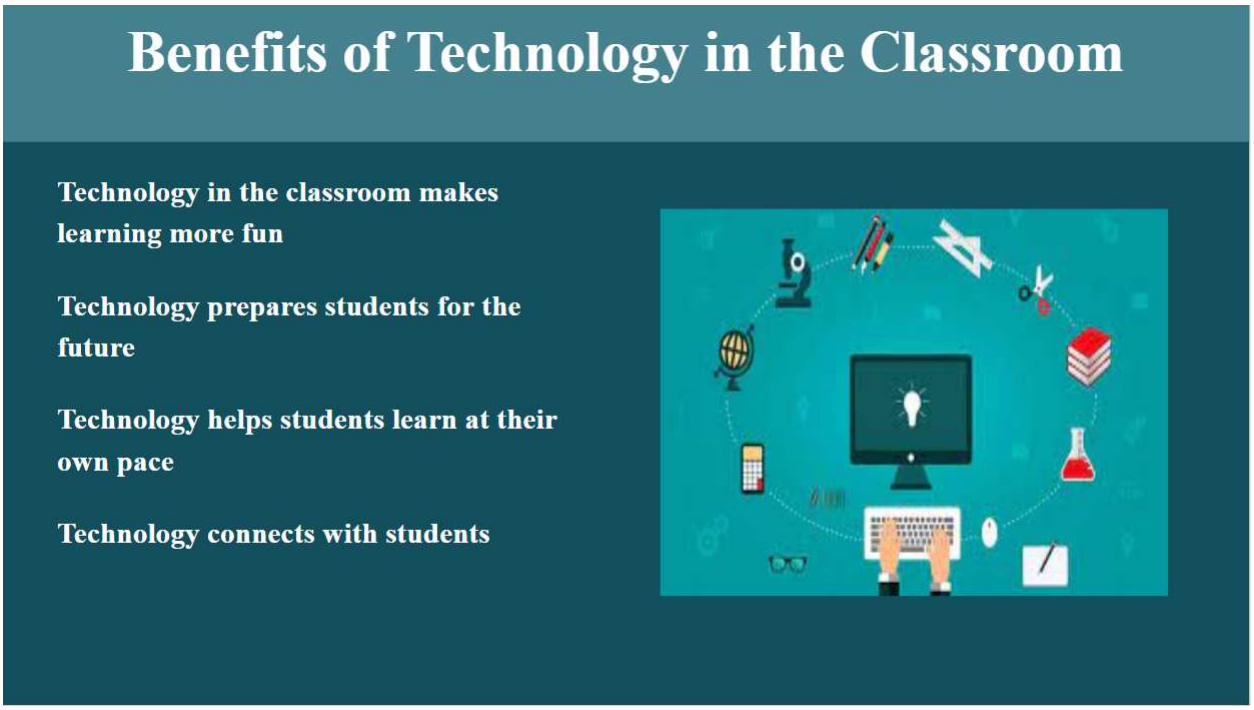
Teacher will explain to the students that as you share your pictures, you want them to notice the similarities and differences between themselves.

Students will share their work with classmates then on flip grid.

Teacher will Replay the Hello Song! Sing the song together as a class



4.32 Review and closing



Benefits of Technology in the Classroom

Chapter Five: Conclusion

We exist in an era of globalization, where culture and technology are embraced through diverse learning communities. The need for mastery of English as a second language has grown dramatically. Therefore, as 21st century educators, we are tasked with developing strategies that are suitable in mainstream classrooms that allow ELLs from different socioeconomic backgrounds, and status, with various perspectives, to develop holistically. The teachers' job when teaching English as a second language, include assisting the learners to understand their own culture then allowing ELLs to develop an understanding culture. Culture enriches individual lives within a community. Therefore, teachers must be realistic in setting goals, where students can monitor and continuously evaluate their own progress. Teachers need to also be current with the various technology tools that are used to transform the education system.

The intentions of this study were to investigate the impact of incorporating culture and technology in ELL elementary K-2 classrooms. This study highlighted the effect of using cultural games and technology tools in acquiring English as a second language and developing ELLs holistically. I found that there are several research in this area that presents evidence that supports the incorporation of culture and technology in the holistic development of ELLs in K-2 levels. This study revealed that culture influences how we function as individuals therefore the teacher has to implement strategies where culture activities such as games are taught effectively in order to allow students to accurately understand and respect cultural features different from those of their native culture. In addition to that the research reveals that cultural games are interactive tools that are more meaningful than the traditional and they enable students to

socialize and interact in an appropriate manner as their language skills are acquired. Therefore, educators have a job to be intentional when finding and executing games that appeal to each individual child as well as a whole group, thus allowing them to be successful in achieving language goals. Teachers are required to engage in continuous research that will keep them informed so that they can effectively teach the English language and better plan instructions, where they can differentiate lessons based on the academic needs. Furthermore, results show that the teacher may also need to create the proper school culture to accommodate ELLs unique learning styles. In addition to that, the ELLs teachers are able to improve productive and receptive skills such as speaking, writing, listening, and reading with cultural game-based learning. Culture can be learned with the holistic approach.

This study shows how the holistic approaches help in motor development, cognitive development, and socio-emotional development. These are crucial as we consider educating the whole child. Furthermore, study showed that holistic development involves ensuring that ELLs are supported with suitable technology resources, engaged in healthy cultural games, and actively participates in learning that consist of challenges that allow them the opportunity for improvement and continued success. The study also revealed that a teacher's ability to comprehend the various areas of the students' backgrounds and ELLs access to technology tools allow for a thorough understanding of how to effectively plan and differentiate instructions that are concise and relevant. Therefore, the teachers are required to constantly research in order to provide a welcoming classroom environment for ELLs.

Additionally, the study showed that teaching and learning require a new system of revolutionary technology that aids in helping students to carry out academic and social requirements. Thus, technology such as computers, laptops, iPad, and 21st century digital

devices to use the internet services must be incorporated into the teaching and learning for acceptable results from the ELLs.

ELLs need to learn a basic appreciation of culture as it is incorporated in learning so that they are better able to read, write and speak effectively. Learning is evolving and technology plays a critical role in helping ELLs to be ready for the changes in the Acquisition of English as a second language. Therefore, educators should aim to incorporate technology and culture in the classroom so that the ELLs will be engaged in a suitable manner. Students will gain a thorough understanding of their expectations as learners. Teachers are required to complete ongoing professional training where they will learn how to make learning effective as they transition from face to face to virtual classroom. They will learn how to activate prior knowledge and use relevant tools to make learning fun and hands-on. An activation of prior knowledge will also help the students to access what they already know, thus, when technology is introduced in the classroom the teacher knows exactly how to navigate and meet their academic needs. The use of technology enables students to be functional in present times where the world is being vaccinated to act normal. Technology is also of great importance to the holistic development of ELLs because of the growing interest both from the public and private institutions across the country and because of the possibilities it offers such as virtual platforms to acquire knowledge.

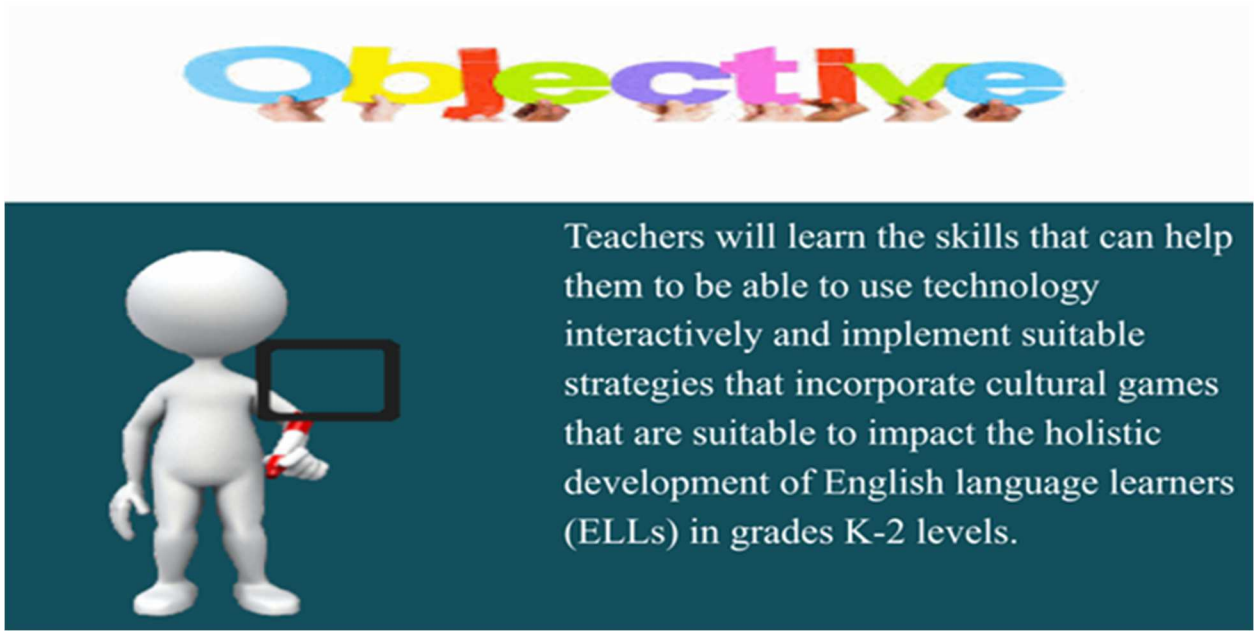
This study includes a virtual workshop due to Covid 19. Educators can learn how virtual platforms can be tied into the teaching and learning of English as a second language. Study revealed the advantages of having teachers utilize digital tools to facilitate effective teaching and gain better results from ELLs. Educators such as ESL teachers, the specialist, Language Therapist, Counsellor Psychologist, Parents, and Core Education teacher have learned that they can help to create the right experience to aid the ELL holistic development. This study showed

how cultural games and a detailed step by step ESL lesson where ESLs can get ideas of how to activate prior knowledge of cultural background to make the lesson even more successful. This lesson demonstrates how the whole child can develop through high levels of engagement. Teachers and other participants learn from this professional development session how to be more intentional when teaching ELLs from different cultural backgrounds and to maintain a more meaningful interaction with use of technology in diverse classrooms.

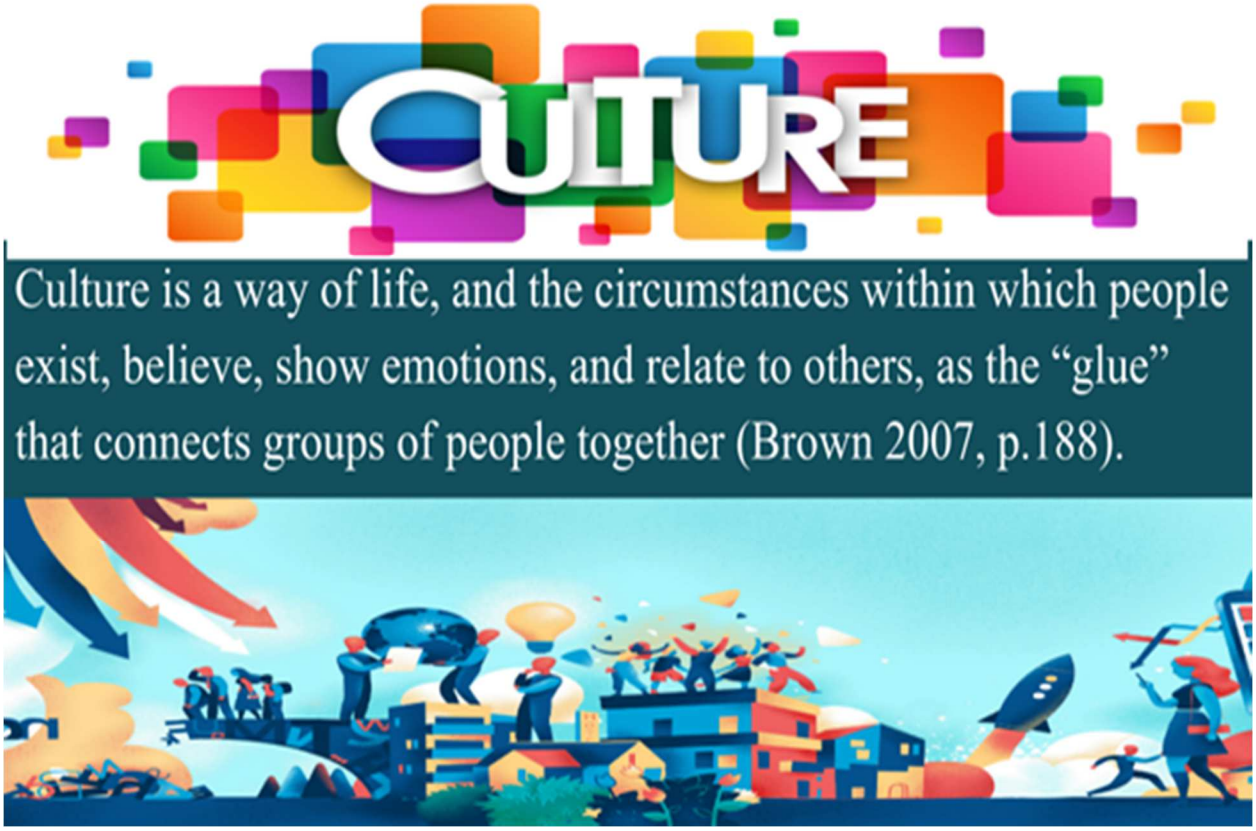
This study has equipped me with invaluable knowledge where I can better understand and deliver to ELLs. I am more confident as a trained second language facilitator how to be resourceful and ready for teaching and learning. I have learned how to be intentional and how to differentiate to suit the needs of all students. I have learned how to select suitable journals that can validate my research. There are key principles, pros and cons that can be recommended when researching culture and technology and how it impacts learning. This research has also informed me on how the holistic approach supports learning and benefits the learners. I have also gained insight on how to plan, execute a lesson, and the biases that enable any malfunction within the classroom. I wish that this study will shape the way that ELL teachers incorporate suitable strategies that impact the holistic development of ELLs. In addition to that ESLs teachers and mainstream teachers may see how coteaching can eliminate illiteracy and promote language learning.

Appendix A: PowerPoint Presentation

Slide #1



Slide #2



Slide #3

Slide #4

Language and Culture

"...the nature of the relationship between language and culture has fascinated, and continues to fascinate people from a wide a variety of backgrounds" (Wardhaugh 2011, p. 229).

"Language is the carrier of culture and culture is the content of language" (Kuang (2007, p. 75).

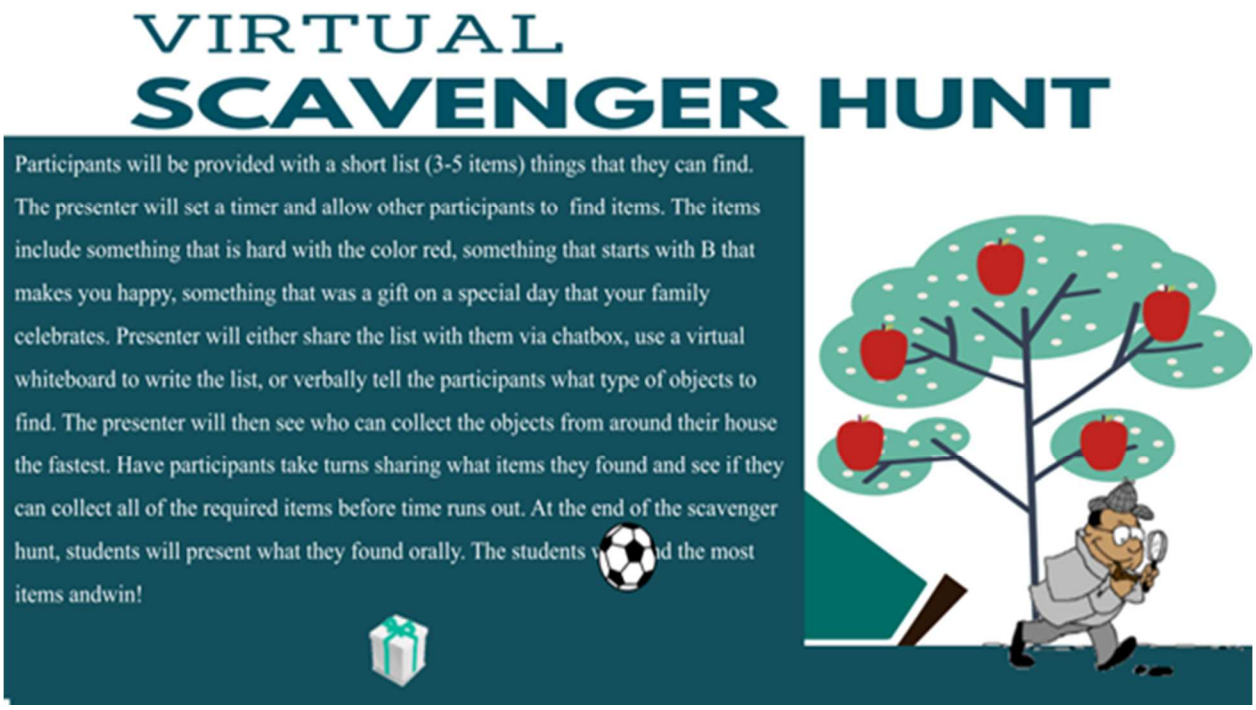
Slide #5

Teachers and Culture

Navigating through cultural circumstances,creating interactive activities and having cultural knowledge is vital for all teachers, especially ESL and EFL (English as a foreign language) teachers (Crabtree and Sapp, 2004; Gollnick and Chinn, 1990; Hinkel 1999; Lindquist, 2016; Liyanage and Bartlett, 2008)

Slide #6

Slide #7



Slide #8

Educational Benefits of Scavenger Hunts

The teacher can use this activity as an icebreaker to get ELLs up and moving, on an online classroom for K-2 ELLs.Some benefits of Scavenger hunt are:

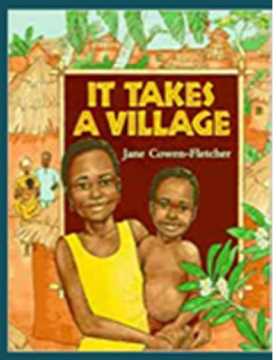
1. helps energize everyone at the beginning, middle and end of class
2. provides opportunities for repetitive and memorization.
3. encourages English language learners (ELLs), students become more engaged in their learning experience
4. facilitates critical thinking, communication, collaboration, and creativity.

A scavenger hunt can motivate students in a way that they feel compelled to work together, learn, and complete a task. For ELL students, scavenger hunts that incorporate English clues can be extremely valuable to their learning experience. When they attempt to sort through and reason through clues, they must think in terms of broad concepts rather than in terms of simple word-for-word translation.

Slide # 9

Face to face Game: Last Man Standing

To play the game, grab a ball and have all the students form a circle. Name and describe your favourite story character from "It takes takes a Village." The teacher starts the game by tossing the ball at a student. That student will name and describe their favorite character and throw the ball to another student. As each person catches the ball, they need to come up with another word that describes their favorite character. If they repeat a word that has already been said or can't think of a new one within a few seconds, they are out and must sit on the sidelines.



The teacher will then challenge students where instead of naming a favorite character, each student gives the next student a describing word and they find a character that the word describe. The first student to catch the ball could say "short" and then choose a character "Koukou" and throw the ball to the next student. This makes the game much more challenging, since students need to think of a word until they know what their describing word is.

Slide # 10

Benefits: Last Man Standing

1. This game is fast-paced, and allows ELLs time to think.
2. It also encourages peer learning, as students will pick up on words they hear others speaking.
3. Developing and revising topic-related vocabulary.

Slide #11

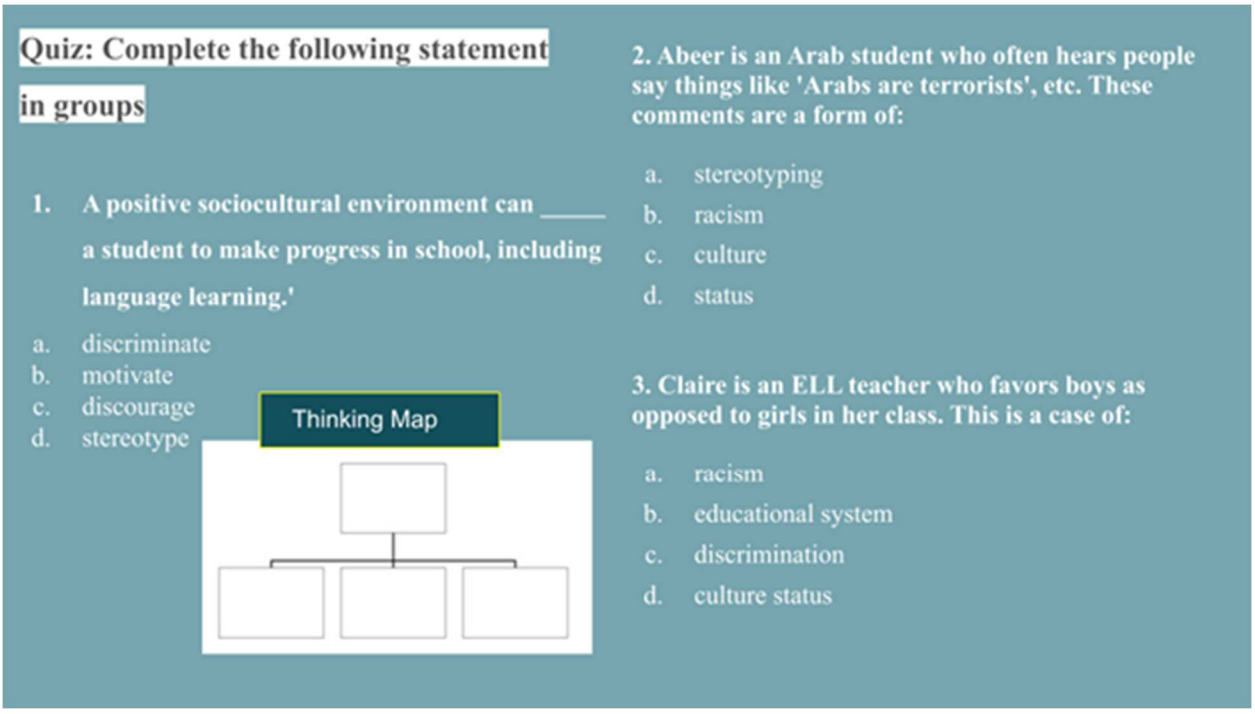
Factors that influence Culture

Schools that focus on creating a support-oriented culture for ELLs, may have fostered positive relationships which in turn boosts collaboration and schoolwide initiatives to empower holistic development (Cansoy 2017).

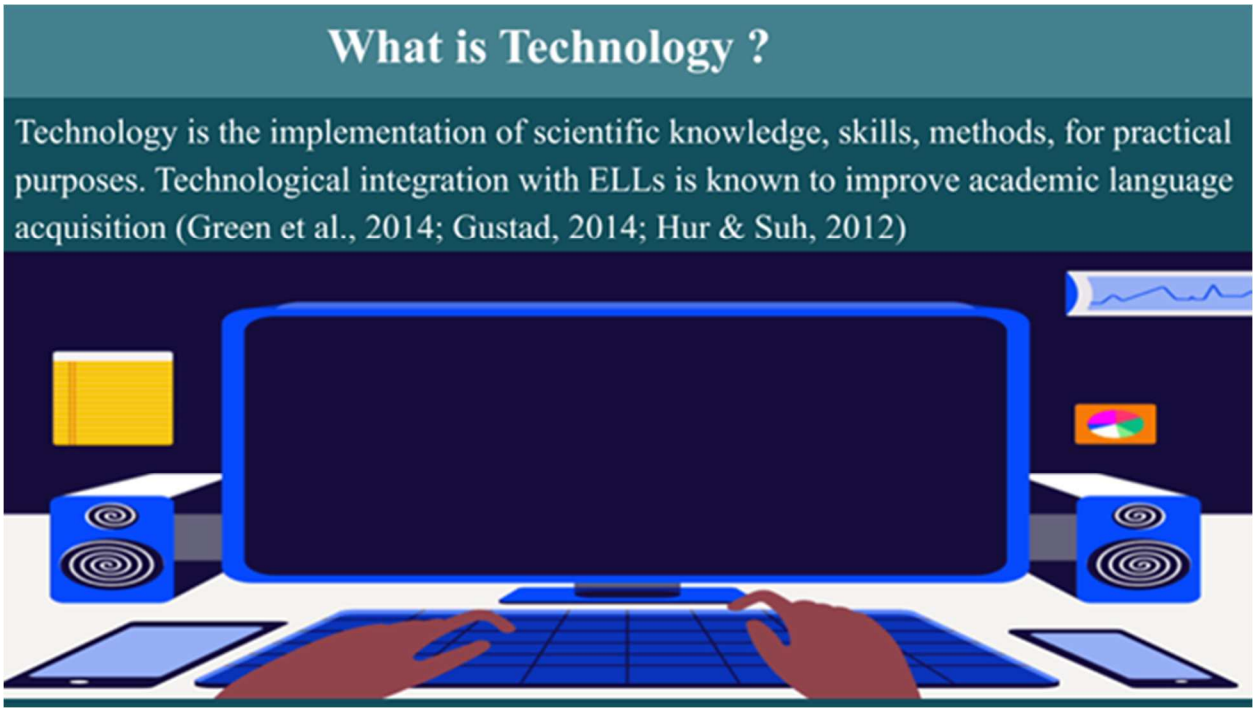
Slide #12

Padlet reflection

Slide #13



Slide #14



Slide #15

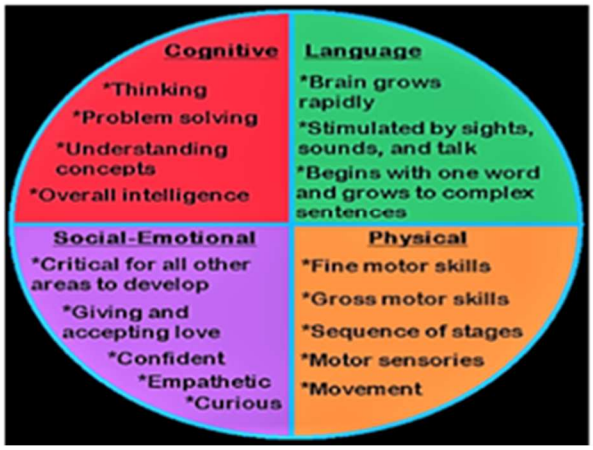
Slide #16

Holistic development

Holistic development is a way of activating the entire brain as students acquire new information. The goal is to provide young children with experiences that allow them to develop both hemispheres of their brain. Holistic development activities support four main areas:

1. Cognitive
2. Language
3. Physical
4. Social-Emotional

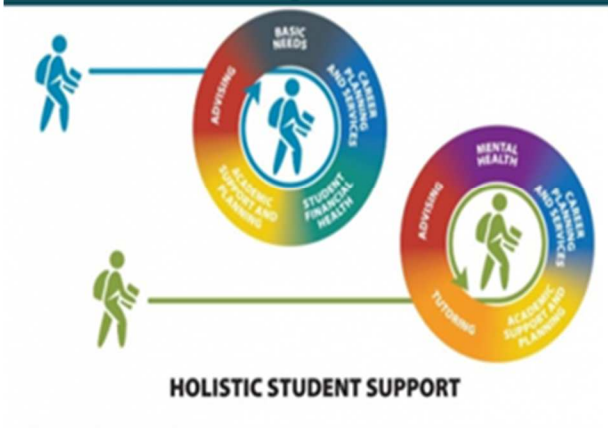
Mckoy (2020).



Slide #17

The impact of the Culture and Technology on ELLs holistic development

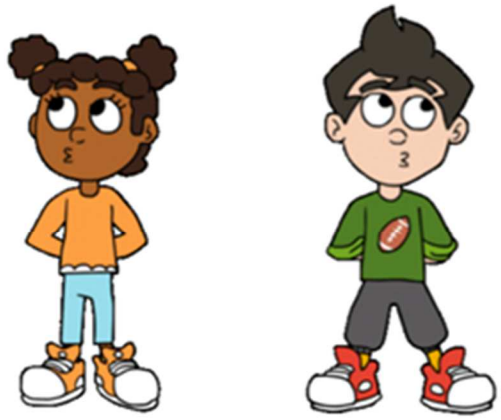
Theories have shown that using technology in the classroom promotes creativity, transformation, problem solving and refines the process of communication between ELLs and native speaker (Crum 2017). Furthermore, culture embodies the relationships that are shared and nurtured among stakeholders such as the administrators, teachers, parents, and students in the school community (Breiseth et al., 2015).



Slide #18

Factors to consider for the holistic development of ELLs

- Motivation
- Support at Home
- Prior Linguistic Knowledge
- Learning Environment
- Teaching Strategies
- Comprehensible Input
- Student Personality
- Age



Slide #19

Teaching and learning strategies

"Scaffolding involves English learners by providing many opportunities for them to use a variety of learning strategies that have been found to be especially effective" (Echevarría et al. 2013 p.120).

Slide # 20

Teaching and learning strategies

"...to scaffold English learners by providing many opportunities for them to use a variety of learning strategies that have been found to be especially effective" (Echevarría et al., 2013 p.120).

Teachers can use scaffolding to engage students in meaningful and dynamic discussions in small and large groups. Small group instruction boosts ELLs` confidence when they are given an independent task. Teachers use computers to record grades, prepare lessons, and read emails (Cuban 2003; Gray et al., 2010).

Teachers must use these tools to aid students in completing a project, not as the project itself. Again, tasks must be engaging, purposeful, and relative to the real lives of students because, as Roschelle et al (2000) related, sitting in front of a computer doing word processing is not necessarily more interesting or constructive than using pen and paper (p. 92).

Slide # 21

Lesson Plans

Topic: My Culture

Learning Objectives: students will understand the basic components of culture.

Key term: culture

Materials and preparation

Materials: Hello Song! https://youtu.be/CzO3aIe0Rps , Tape Colored pencils ,Colorful index cards, Large piece of paper ,My Culture worksheet, Pencils.

Preparation:

Prior to the lesson, create eight colorful index cards labeled: Where I live, How I dress, My Language, What I eat, What I play, My family, Celebrations, and Art and Music. Computer

Slide #22

Introduction (15 minutes)

The students will sit six feet apart if in person or log in to their chromebooks if virtual

Teacher will explain to the students that they will be exploring all the things that make them unique and special.

Students will stand up hand up with paper made hands to avoid touching and share share something that makes them special. If virtual, one student will unmute and shares verbally then select another person to share this continue until all gets an opportunity to share.

Teacher will then ask the students to think about students who shared similar answers and different answers. The teacher will then explain to the students that everyone is different and that our differences make us unique and special. The teacher will also ask the students to think about what the world would be like if everyone looked, spoke, and acted the in the same way.

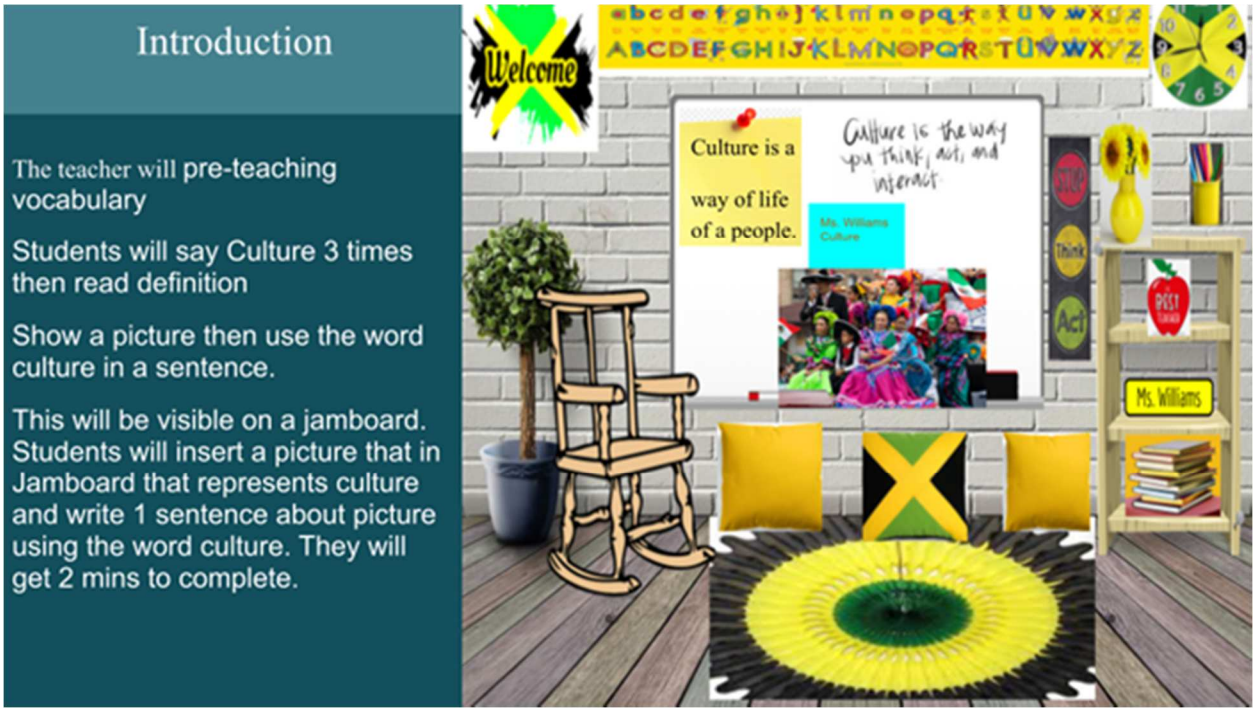
The students will be encouraged to use flipgrid to share their thinking with the class. Teacher give a two min timer and will then play

Slide #23

Introduction (15 minutes)

Teacher will show the students the Hello Song! video. They will briefly discuss the video using prompting questions such as: What are the children saying to each other? and Do the students all speak the same language? If no how do you know?

Slide #24



Slide # 25

Slide #26

Explicit Instruction/Teacher modeling (20 minutes)

The teacher will get out the eight index cards and scatter them on a table or on the ground or just share pear deck. Call on a student to pick up one of the cards then read the card aloud, for example, "My Language," and tape it up on the anchor chart.

The teacher will draw a line from the culture circle to the index card, then model thinking about what this index card means. For example, explain that your language is what you speak to communicate with others. If you speak one language at home and one at school, explain this to your students.

The teacher will also draw a picture of you speaking to someone next to the card. This process will continue until all of the index cards, thinking aloud as you explain what the index card means.

Explain to the students that your anchor chart shows all the characteristics of your culture, all of the things that make you unique and special!

Slide #26

Guided Practice (10 minutes)

Ask a few students to come up to the front of the classroom if in person.

Pick a few cultural characteristics such as "My Family," "Celebrations," and "Music and Art."

Students will be able to share their ideas with the class. For example, students will share the members of their family, the celebrations they partake in, and their favorite music and art.

Students will first write on padlet then go in break out room 1-3-6 protocol to share. First they will share in groups of three then in groups of six. Students will be asked to think about the similarities and differences amongst themselves.

Teacher will explain to the students that because of all of our differences, we are able to learn from each other. Reinforce that differences make the world a special and interesting place.

Slide #28

Slide #29

Slide #30

Independent working time (30 minutes)

Support:

Sketch small symbols in the boxes for the students who need guidance.

Slide #31

Assessment

Teacher will rotate around the room, and virtually on go guardian then make note of students who struggle to draw their pictures.

Teacher will assist these students as needed.

During review and closing students will share their finished work and reasons that make them special.

Slide #32

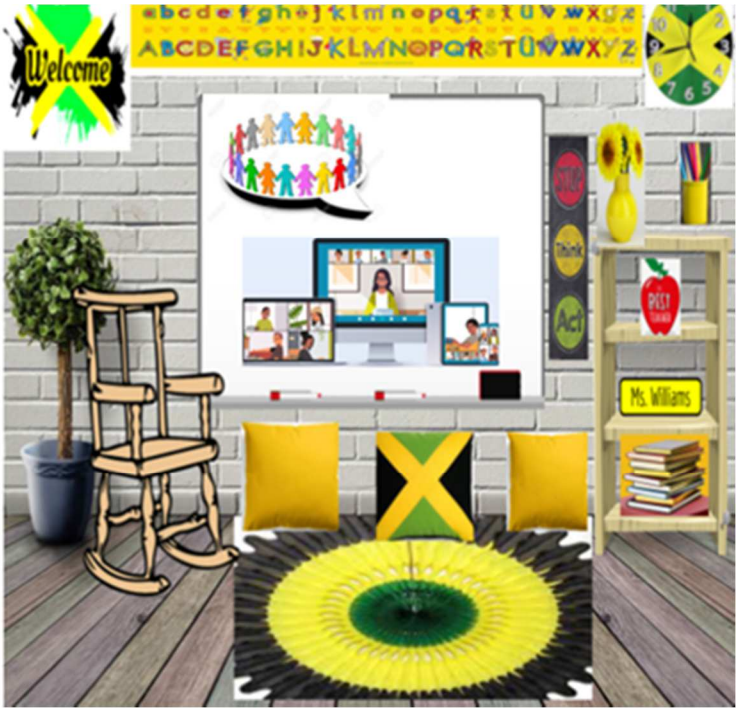
Review and closing (15 minutes)

Call the students together as a group and ask them to bring their culture sheets. Stand in a circle.Virtual students will go in Breakout room

Teacher will explain to the students that as you share your pictures, you want them to notice the similarities and differences between themselves.

Students will share their work with classmates then on flip grid.

Teacher will Replay the Hello Song! Sing the song together as a class



Slide #33

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